YEAR ONE REPORT

DEMONSTRATION PROJECT

STURGEON CREEK ENTERPRISES INC.

Prepared by:

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The format that will be followed for the Year One Report is as follows:

For each component in the 3 major sections you will find:

1) Issues and Questions as stated in Project Proposal
2) Method(s) used to explore the questions
3) Results
4) Recommendations for Year Two

A summary of all recommendations appears at the end of the report. Appendices containing data collecting instruments used in Year One concludes the Report.

1. CONSUMER

1.1 ADMISSIONS SEQUENCE

Issues and Questions as stated in Project Proposal:

General Issue: Provision of a fair evaluation and review of consumers' need for programs and to ensure adequate support requirements are provided.

Description and Purpose:

The admission sequence is a process whereby individuals may apply to service providers for access to services. Through this process they are able to indicate who they are, what they need in terms of support services and in return, receive a fair review. The intent of the admissions policy is to ensure that no discrimination takes place, and to ensure that no one gets placed into the programs without adequate support to meet his/her individual needs.

Questions to be explored:

* Does the admissions process allow service providers to access the people they are mandated to serve?
* Does the admissions process ensure that people requesting program service are accurately portrayed through the interview process?
* Why are specific individuals selected for day activity programs?
* Why are specific individuals not selected for day activity programs?

METHOD USED TO EXPLORE QUESTIONS

In order to explore the questions listed above a consumer data base was developed using information gathered from consumer files. The data base included information relevant to: primary diagnosis, age on referral, initial referral information and, subsequent assessment information.

All consumer files from April 1, 1987 to March 30,1990 were reviewed. These included past and present consumers, and consumers refused or placed on a waiting list.

(See Appendix I for sample of data base information collected.)

RESULTS

The mandate of Sturgeon Creek Enterprises Inc. is " to provide support services to adults labelled mentally handicapped." (Sturgeon Creek Enterprises Inc. Policy Manual) The information collected and reviewed showed that of the 119 individuals referred to Sturgeon Creek Enterprises Inc. 2 (1.6%) of the people did not meet the mandate of Sturgeon Creek Enterprises Inc. Those two people did not have a mental retardation diagnosis, but had a mental health diagnosis. However, of those individuals accepted into Sturgeon Creek Enterprises Inc., 100% met the mandate. All consumers both referred and accepted were adults.

The average age of all the individuals referred to the program was 26. The average age of those accepted into Sturgeon Creek Enterprises Inc. was 25. (See Table 1 and Table 2)

TABLE 1
CONSUMER DIAGNOSIS AT REFERRAL

CONSUMER DIAGNOSIS ACROSS ALL FILES REVIEWED			CONSUMER DIAGNOSIS FOR THOSE ACCEPTED INTO SCE	
YEAR 1	#	%	#	%
MENTAL RETARDATION	47	98 %	23	100 %
MENTAL HEALTH	1	2 %	0	0 %
TOTAL	48		23	
YEAR 2	#	%	#	%
MENTAL RETARDATION	29	100 %	15	100 %
MENTAL HEALTH	0	0 %	0	0 %
TOTAL	29		15	
YEAR 3	#	%	#	%
MENTAL RETARDATION	41	98 %	14	100 %
MENTAL HEALTH	1	2 %	0	0 %
TOTAL	42		14	
TOTAL ACROSS THREE YEARS	119		52	

TABLE 2
CONSUMER AGE AT REFERRAL

CONSUMERS REFERRED TO STURGEON CREEK ENTERPRISES				CONSUMERS ACCEPTED INTO STURGEON CREEK ENTERPRISES			
YEAR	#	MEAN	RANGE	YEAR	#	MEAN	RANGE
1	48	28	20-60	1	23	25	20-39
2	29	28	21-62	2	15	27	21-39
3	42	23	19-42	3	14	22	19-28
TOTAL ACROSS THREE YEARS	119	26	19-62		52	25	19-39

The percentage of Initial Information Profiles (i.e. information provided at time of referral) that were considered to have insufficient information or that had information which disagreed with subsequent assessment information was 40% over the three year period.

There was a significant difference in the percentage of Information Profiles which contained insufficient information for the period 1987-88, and 1988-89. This could be explained by a change from the Family Service Profile format to a specific Sturgeon Creek Enterprises Inc. Information Profile (Appendix 2) in December 1988. ThIs provides more information on a consumer. (Table 3)

TABLE 3
DISCREPENCIES ENCOUNTERED BETWEEN INTITIAL REFERRAL INFORMATION AND SUBSEQUENT ASSESSMENT INFORMATION

	Year One		Year Two		Year Three		Total over Three Years	
	#	%	#	%	#	%	#	%
Behavior	10		5		2		17	
Physical	9		2		-		11	
Skills	8		1		1		10	
Total Referrals (can be more than one discrepancy per referral)	14	61%	5	33%	2	14%	21	40%
No Discrepancies	9	39%	10	61%	12	86%	31	60%
TOTAL	23	100%	15	100%	14	100%	52	100%

The project co-ordinator found that it was difficult to identify the actual reasons why individuals were selected for day activity programs at Sturgeon Creek Enterprises Inc . The data presented in Table 4 represents the reasons stated by the referral source for wanting to access the Sturgeon Creek Enterprises Inc. program. Over the three years of operation it is clear, that there has been a significant shift in the stated reasons for accessing Sturgeon Creek Enterprises Inc. programs. The shift has been from having "no program" to "wanting employment" as a reason. The number of individuals requesting service because they required extensive support that they could not access elsewhere, has decreased from 22% in year one to 0% in year three. It appears that Sturgeon Creek Enterprises Inc. is no longer receiving referrals for individuals who require extensive support.

TABLE 4
REASONS IDENTIFIED FOR ACCEPTING CONSUMERS TO STURGEON CREEK ENTERPRISES

REASONS	YEAR ONE		YEAR TWO		YEAR THREE	
	#	%	#	%	#	%
NO DAY PROGRAM	17	74 %	8	53 %	7	50 %
REQUIRED MORE EXTENSIVE SUPPORT THAN COULD ACCESS ELSEWHERE	5	22 %	3	20 %	-	0 %
WANTED EMPLOYMENT	1	4 %	4	27 %	7	50 %
TOTAL	23	100%	15	100%	14	100%

The reasons identified for non-selection have shifted in the last two years from "Inadequate Funding/Choose Other Program" to " No Available Spaces". The reason for this appears to be twofold; firstly, although Sturgeon Creek Enterprises Inc.is graduating consumers from the program the demand for those spots, vacated by the graduates, is far greater than the number of spots made available through this process. Secondly there has been no significant increase in the number of day program spots available across the province nor has the province increased the maximum number of spots that Sturgeon Creek Enterprises Inc. might have (this is currently set at 30). (Table 5)

TABLE 5
REASONS IDENTITIFIED FOR NON-SELECTION TO SCE

REASON	YEAR ONE		YEAR TWO		YEAR THREE	
	#	%	#	%	#	%
INADEQUATE FUNDING	8	32 %	5	36 %	2	7 %
CHOSE OTHER PROGRAM	8	32 %	3	21 %	1	3.5%
IN PROGRAM ALREADY	6	24 %	-	0 %	1	3.5%
NO AVAILABLE SPACES	2	8 %	6	43 %	22	79 %
INAPPROPRIATE REFERRAL	1	4 %	-	0 %	1	3.5%
BEHAVIORAL DISABILITY	-	0 %	-	0 %	1	3.5%
TOTAL	25	100%	14	100%	28	100 %

RECOMMENDATIONS FOR YEAR TWO

It is assumed by the project co-ordinator that the reason that the number of individuals, who require extensive supports, has dropped to zero is because of the lack of funding available to meet their support needs. It is therefore recommended that in Year Two the project should identify the actual reasons for the lack of referrals of this type. In addition the Board and staff of Sturgeon Creek Enterprises Inc. should indentify what the optimal consumer mix is for this type of program. Having done so, the Board then needs to determine if Sturgeon Creek Enterprises Inc. would be able to accept those referrals if they were to increase without a corresponding increase in either the funding available for high needs people or an increase in the number of spots (from 30) Sturgeon Creek Enterprises Inc. has available to fill.

In view of the fact that there have been no consumers admitted to Sturgeon Creek Enterprises Inc. that were over 40 years of age on referral, it may be beneficial, in Year Two, to ask the following question: Where do individuals over 40 years spend their days?

1.2 PROFILE OF CONSUMER

Issues and Questions as stated in Project Proposal:

GENERAL ISSUE: An accurate understanding of consumers is vital to meeting their individual needs.

Description and Purpose:

The profile provides information on a consumer to aid in planning a meaningful and integrated day activity program. It includes an overview of personal information, place of residence, education, work experience, level of performance on current and past activities, preferences, connections, challenges and description of an ideal day activity situation.

Questions to be expolored:

* Does the profile accurately reflect the consumer?
* Is the profile providing sufficient information to aid in the planning process?
* What are the identifying characteristics of an individual awaiting a day activity program?

METHODS USED TO EXPLORE QUESTIONS

In order to explore the questions listed above the consumer data base was expanded using information gathered from Initial Information Profiles, Individual Program Plans and Vocational Assessments.

The information was reviewed for 52 consumers from April 1, 1987 to March 30, 1990. All consumer files reviewed were of those who had been accepted in the Sturgeon Creek Enterprises Inc. program.

(See Appendix 1 for sample of date base information collected)

RESULTS

Initial Information Profiles, when compared to subsequent Vocational Assessment information, accurately reflected the consumer. In the information reviewed it was found that only 1 (2%) of the consumer profiles reviewed contained inaccurate information. However, 10% of the consumers' program plans needed to be changed because there was insufficient information in the Initial Information Profile. As reflected in Table 6 this percentage can largely be attributed to the Initial Information Profiles completed in 1988.

TABLE 6

% OF INDIVIDUAL PROGRAM PLANS (IPP) CHANGED DUE TO INSUFFICIENT INFORMATION ON INITIAL CONSUMER PROFILES

	Year One		Year Two		Year Three		Total over Three Years	
	#	%	#	%	#	%	#	%
IPP changed	1	4%	3	20%	1	7%	5	10%
IPP same	22	96%	12	80%	13	93%	47	90%
TOTAL	23	100%	15	100%	14	100%	52	100%

As previously mentioned the Initial Information Profile was amended in December of 1988.

The identifying characteristics of individuals who were accepted into the Sturgeon Creek Enterprises program were as follows in Table 7.

TABLE 7
PROFILE OF CHARACTERISTICS OF CONSUMER ACCEPTED INTO STURGEON CREEK ENTERPRISES

	Year One		Year Two		Year Three		Total over Three Years	
	#	%	#	%	#	%	#	%
Sex								
Male	16	70%	7	47%	5	36%	28	54%
Female	7	30%	8	53%	9	64%	24	46%
Residential Status								
Group home	6	26%	7	47%	4	29%	17	33%
Parental	11	48%	3	20%	7	50%	21	40%
Foster home	1	4%	2	13%	1	7%	4	7%
Non handicapped roommate	3	14%	1	7%	1	7%	5	10%
Supervised Apartment	2	8%	1	7%	-	-	3	6%
Independent Apartment	-	-	1	6%	1	7%	2	4%
Region								
South	2	9%	10	67%	5	36%	17	33%
North	2	9%	3	20%	3	21%	8	15%
West Central	19	82%	2	13%	6	43%	27	52%
Program Status								
No day prog.	16	70%	11	73%	8	57%	35	67%
School	4	17%	3	20%	5	36%	12	24%
Dismissed from program	2	9%	1	7%	-	-	3	5%
Institution	1	4%	-	-	-	-	1	2%
Attending other program	-	-	-	-	1	7%	1	2%
Resources Needed								
Behavioral	14	61%	7	47%	2	14%	23	44%
Physical	8	35%	2	13%	-	-	10	19%
Skill	23	100%	15	100%	14	100%	52	100%
Transportation	13	57%	2	13%	2	14%	17	33%
Number Work Experience	12	52%	13	87%	13	93%	38	73%

Table 7 (continued)

	Year One		Year Two		Year Three		Total over Three Years	
	#	%	#	%	#	%	#	%
Type of Work Experience								
Sheltered	8	35%	7	47%	5	36%	20	38%
Supported Empl. (unpaid)	2	9%	7	47%	4	29%	13	25%
Supported Empl. (paid)	-	-	-	-	2	14%	2	4%
Competitive employment	-	-	1	6%	1	7%	2	4%
Employment & training	2	9%	2	13%	-	-	4	8%
Unknown	-	-	2	13%	5	36%	7	13%
None	-	-	2	13%	-	-	2	4%
(consumer may have more than one type of work experience)								
Education								
Segregated	14	61%	8	53%	6	42%	28	54%
Integrated non academic	2	9%	4	27%	4	29%	10	19%
Special facilities	1	4%	-	-	-	-	1	2%
Unknown	6	26%	3	20%	4	29%	13	25%
Level of Integration								
None	19	83%	11	73%	7	50%	37	71%
Exceeds	3	13%	3	20%	3	21%	9	17%
Meets normal distribution	-	-	-	-	3	22%	3	6%
No co-worker contact	1	4%	1	7%	1	7%	3	6%
Wages								
None	20	87%	12	80%	10	72%	42	81%
Below minimum	2	9%	3	20%	2	14%	7	13%
Min. or above	-	-	-	-	2	14%	2	4%
Honorarium	1	4%	-	-	-	-	1	2%
TOTAL	23	100%	15	100%	14	100%	52	100%

The information available on consumers not accepted into Sturgeon Creek Enterprises Inc. was not as detailed as was for those accepted to Sturgeon Creek Enterprises Inc. On the whole there were no significant differences between the two populations on characteristics where similar information was available.

RECOMMENDATIONS FOR YEAR TWO

Considering the fluctuation in percentage of Program Plans changed because the Initial Information Profile contained insufficient information, it is recommended that the new profile format be evaluated every 3 months to ensure that it continues to provide adequate information.

1.3 INDIVIDUALIZED PLANNING

Issues and Questions as stated in Project Proposal:

General Issue: Provision of a program that complements expressed interests and needs to enable highest level of consumer control and direction.

Description and Purpose:

The Individualized Program Planning is a frame work to identify the consumers' interests and abilities. It is a detailed process of discovery for both service providers and consumers. A program is custom-made and the choices arise from a range of opportunities selected to complement the person. It is an initial, as well as an on-going process occurring formally, at set times, and informally on a daily basis. Individualized Program Planning works towards developing and implementing the best opportunity(s) for that person in consultation with significant others (family, friends, group home staff, vocational rehabilitation and/or Community Service workers) and the individual.

(Questions to be explored under 1.3.1, 1.3.2 and 1.3.3)

1.3.1 ASSESSING COMPETENCIES

Issues and Questions as stated in Project Proposal:

General Issues: Information to help identify abilities (strengths and weaknesses) and potentials towards learning a variety of skills is essential to meeting consumers' needs.

Description and Purpose:

The Competency Assessment assists in indicating the current abilities, the potential learning abilities, the motivation, the preferenace in activities/work and the physical/emotional capabilities of each individual. It establishes the direction for choice from a variety of available opportunities. It is designed to complement the Consumer Profile and provide direct observation information on the consumer.

1.3.2 RANGE OF OPPORTUNITIES

Issues and Questions as stated in Project Proposal:

General Issue: Identifying a variety of opportunities and resources in the community which are available to consumers is necessary to meet individual needs and interests.

Description and Purpose:

The range of opportunities describe the broad spectrum of activities in which consumers can involve themselves. It offers a choice according to their expressed needs and interests. It includes:

Work experience
Community education/Independent Living Skills
Lifeskills
Specific skills development
Recreation/Leisure/social networking
Therapy - physical, communication
Continuing education

1.3.3 WRITTEN PROGRAM PLAN

Issues and Questions as stated in Project Proposal:

General Issue: Maximization of consumer's role in program planning and clear direction to staff is essential in assisting with implementing program plans.

Description and Purpose:

The Written Program Plan is a document which establishes the individual goals and objectives of each consumer. Opportunities and resources are identified that assist the consumer in reaching those goals including support, transportation and activity costs. The program plan is also an agreement of understanding which ensures that the consumer's safety and health are not compromised

Questions to be explored:

* Are the competencies assessed through this process relevant to the eventual Program Plan?

* Is the assessment accurate?

* What type of opportunities is available to consumers within each of the Program Options?

* What is the most successful way of facilitating consumer selection of available opportunities?

* Are goals and objectives set in Individual Program Plan being met?

* Is consumer satisfied that his/her goals and objectives are being met?

* How do service providers match work/activity to consumer?

METHOD USED TO EXPLORE THESE QUESTIONS

In order to explore the questions related to assessing competencies, a comparison of consumers' Individual Program Plans and Vocational Assessment information was undertaken.

In order to explore the questions related to Range of Opportunities, consumer files were reviewed to determine the method used to choose opportunities.

In order to explore those questions related to Written Program Plans, consumers' individual program plans (IPP) were reviewed using the Quality Checklist to determine if goals and objectives were met (see Appendix 3 for IPP form and see Appendix 4 for Quality Checklist form). In addition, information from the Consumer Quality of Life questionnaire was reviewed to determine what consumers would change or keep the same at work/day program. (see Appendix 5 for Consumer Quality of Life Questionnaire).

Information was collected on consumers who had Individual Program Plans completed during the time period of April 1st 1987 to March 30th 1990.

RESULTS

In reviewing the Individual Program Plans and Vocational assessments the project co-ordinator was unable to determine if competencies assessed through Vocational Assessments were relevant to the program plans

Vocational Assessments completed by two staff on same consumer appear to reveal the same information. Vocational Assessments (see Appendix 6) are a successful tool in assessing skills of consumers.

The majority of consumers chose opportunities they wished to participate in by being asked and taken to the site. (Table 8 and Table 9) The method of choice used to select opportunities appears to play no significant part in the success of meeting program goals (See 2.1.1 - 2.1.7 for Description of Range of Opportunity)

TABLE 8
METHOD OF CHOOSING OPPORTUNITY FROM CONSUMERS HAVING SUCCESSFUL OUTCOMES TO PROGRAM GOALS AND OBJECTIVES

	Over three years	
	#	%
Verbal and Visitation	30	77%
Verbal	4	10%
Picture/Verbal/Visitation	3	8%
Visitation	2	5%
TOTAL	39	100%

TABLE 9
METHOD OF CHOOSING OPPORTUNITY FROM CONSUMERS HAVING UNSUCCESSFUL OUTCOMES TO PROGRAM GOALS AND OBJECTIVE

	Over three years	
	#	%
Verbal and Visitation	5	55%
Verbal	1	11%
Picture/Verbal/Visitation	1	11%
Picture/Verbal	1	11%
No Record	1	11%
TOTAL	9	100%

TABLE 10
LEVEL OF SUCCESS OF CONSUMER PROGRAM GOALS

	Over three years	
	#	%
Program Goals met 100%	18	41%
Program Goals met 50%-75%	12	27%
Program Goals not met	14	32%
TOTAL	44	100%

The level of Consumer Programs Goals that have been met or partially met is 68% over the three year period.(Table 10) The reasons for consumers leaving and for program goals not being met is reflected in Table 11 below.

TABLE 11
REASONS FOR CONSUMERS LEAVING STURGEON CREEK ENTERPRISES

	Year 1		Year 2		Year 3		Total over three years	
	#	%	#	%	#	%	#	%
Graduated	3	34%	7	64%	2	40%	12	48%
Dismissed	1	11%	-	-	-	-	1	4%
Left for physical reasons	2	22%			1	20%	3	12%
Moved	1	11%					1	4%
Died	1	11%					1	4%
No desire to work	1	11%	1	9%	1	20%	3	12%
Lack of funding	-		1	9%	-	-	1	4%
Behavior problems			2	18%	1	20%	3	12%
TOTAL	9		11		5		25	

IPP's were reviewed using the Goal Attainment Scale (see Appendix 7). This tool required that each goal stated in an IPP, be rated in terms of an expectation scale ordered from most to least favourable.

Although many consumers' goals were not met it was observed from Goal Attainment Scale that some goals resulted in higher than expected attainment (Table 12)

TABLE 12
GOAL ATTAINMENT SCALE

		Over three period	
		#	%
Most unfavourable outcome	-2	-	-
Less than expected	-1	19	27%
Expected level of success	0	31	43%
More than expected	+1	17	23%
Most favourable outcome	+2	5	7%

TOTAL NUMBER OF GOALS ASSESSED 72 ACROSS 35 CONSUMERS

When asked what they would change or keep the same at their work/day program 42% of the consumers who answered the question said they would do nothing to change work/day program (Table 13) and 67% said they would keep everything the same at work (Table 14)

TABLE 13
CHANGE CONSUMERS WOULD MAKE AT THEIR WORK/DAY PROGRAM

	#	%
Nothing	5	42%
More money	2	17%
Different type of work	2	17%
More music	1	8%
Different hours	1	8%
Would work better	1	8%
TOTAL number who answered question	12	100%

TABLE 14
WHAT CONSUMERS WOULD KEEP THE SAME AT WORK/DAY PROGRAM

	#	%
Everything	8	67%
Same people	2	17%
Hours	1	8%
Don't know	1	8%
TOTAL number who answered question	12	100%

A complete report will be written and available in Year Two dealing with results from Questionnaires to Consumers and Family/Significant Others on Quality of Life.

RECOMMENDATIONS FOR YEAR TWO

On the whole the project co-ordinator felt that the area of Individualized Planning was poorly evaluated, in that the original questions asked by the project proposal did not go far enough, and did not answer questions as to the quality of the Individual Program Plan. It is therefore recommended that the following questions be addressed in Year two:

1. Is there active consumer involvement in the Individual Program Planning. And if so what is it, and how does this relate to successful outcomes?

2. Do IPP's state objective which describe what the consumer will do, not what he/she will stop doing or what the staff will do?

3. Do IPP's include objectives for functional skills that are immediately useful in community settings?

4. Do IPP's include a mix of Quality of Life Goals, Training Goals, Participation Goals and Maintenance Goals?

5. Does the IPP reflect a concern for promoting the development of skills needed for consumer decision-making, choice-making and autonomy.

6. Has the consumer's life been qualitatively improved?

7. Were the supports and training provided to the consumer effective?

In addition it is recommended that a staff questionnaire be developed to determine the extent to which, and how, information provided by the Vocational Assessment is incorporated into the Individual Program Plan.

This should provide the project co-ordinator with information to determine if "the competencies assessed through this process (i.e. vocational Assessment) are relevant to eventual Program Plans".

It is further recommended that the format for the Written Program Plan be revised.

2. PROGRAM

The Program is the implementation and evaluation of the goals and objectives of consumer's individual plan through the effective integration of community resources. It represents a variety of activities/needs that address the whole person. It is a recognition that Sturgeon Creek Enterprises Inc. is not focused solely towards employment but incorporates other aspects of a consumer's life which need to be addressed.

2.1 PROGRAM OPTION

Issues and Questions as stated in Project Proposal

General Issue: Identifying a variety of opportunities and resources in the community which are necessary to meet individual needs and interests.

Description and Purpose:

The Program Options describe the broad spectrum of activities in which consumers may involve themselves. They offer a choice according to their expressed needs and interest and include:

Work experience
Community education/Independent Living Skills
Lifeskills
Specific skills development
Recreation/Leisure/Social Networking
Therapy - physical, communication
Continuing education

2.1.1 WORK EXPERIENCE

Issues and Questions as stated in Project Proposal:

Description and Purpose:

Work Experience provides training, quality work experience and employment opportunities that are integrated, meaningful and community based. It includes:

2.1.1.1 Corporate Sponsorship with enhanced full-time supervision

2.1.1.2 Co-operative Sheltered Business where six consumers and two - three support staff operate a small Home & Business Property Care Service

2.1.1.3 Volunteer Work Experience where support staff train and supervise a consumer until the consumer becomes proficient at the job, then support is reduced and taken over by co-worker
(see Appendix 8 for complete description in Sturgeon Creek Enterprises Inc. brochure)

Questions to be explored:

* What makes a successful work placement?
* What information process occurs to secure placement?
* What problems arise at placement sites?
* What did placement supervisor/staff perceive that could have helped in making a more successful placement?
* What makes a good relationship with employers?
* How likely is it that the program will generate sufficient jobs of a desired type, earnings potential, and longevity to permit full employment to consumer?

METHOD USED TO EXPLORE QUESTIONS

In order to explore the questions listed above a data base was developed which included information on all placements over the three year period (Appendix 9). The data base included information relevant to type of work, hours of work, method of securing job, payment received, staff support and reasons for premature placement termination. The information was also gathered from questionnaires mailed to supervisors and co-workers at the placement sites (Appendix 10 and Appendix 11). Also information was gathered from the Evaluation for Supported Jobs Form (Appendix 12). This included information on the outcomes of an organization's efforts measured in quantity and quality.

RESULTS

In reviewing placements (Table 15) which were considered successful (a duration of six months or longer and/or resulted in consumer graduating from Sturgeon Creek Enterprises Inc. into a job), it appears that a successful placement is one where: Sturgeon Creek Enterprises Inc. has provided one training staff; the consumer has had more than one work experience prior to the successful placement; support is on-going both during involvement with Sturgeon Creek Enterprises Inc. and after graduation and; the job has been secured through initial contact by telephone. Both placements that are volunteer and ones where payment is direct to consumer appear to be equally successful. The majority of successful placements, 31%, are in the food industry, and are in work sites where consumers work alongside non-handicapped co-workers (81%) (For this report a job meets integration level when no more than one consumer is present in that job)

TABLE 15
CHARACTERISTICS OF SUCCESSFUL PLACEMENTS

	#	%
Type of job		
Food	8	31%
Manufacturing	2	8%
Domestic	5	19%
Office	4	15%
Health	4	15%
Miscellaneous	2	8%
Distribution	1	4%
Agriculture	-	-
(Consumers may have more than one job)		
Type of Payment		
Payment to Consumer	12	46%
Payment to Sturgeon Creek Enterprises	5	19%
Volunteer	9	35%
No. of Trainers		
One	17	65%
More than one	5	19%
Co-worker trained	4	16%
No. of Work experience prior to placement		
One	10	38%
More than one	12	46%
None	4	16%
Level of Integration		
Meets	21	81%
Exceeds	5	19%
No integration	-	-
No co-workers	-	-
Length of Support		
On going	23	88%
None	3	12%
Method of Employee Contact		
Newspaper	1	4%
Cold Call	5	19%
Phone Call	11	42%
Referred	3	12%
C.E.I.C.	1	4%
Personal Contact	5	19%
TOTAL	26	100%
(91 comsumers revieved)		

Detailed information on all placements is found in Table 16 below

TABLE 16
CHARACTERISTICS OF ALL PLACEMENTS

	Payment to Consumer		Volunteer		Payment to S.C.E		Over all placements	
	#	%	#	%	#	%	#	%
Length of Placement								
<6 months	19	73%	27	69%	21	81%	67	74%
6 - 12 months	3	12%	5	13%	4	15%	12	13%
>12 months	4	15%	7	18%	1	4%	12	13%
Type of Job								
Food	12	46%	10	26%	12	46%	34	38%
Manufacturing	4	15%	1	2%	2	7%	7	8%
Domestic	5	19%	4	10%	9	35%	18	20%
Office	3	12%	12	31%	-	-	15	16%
Health	1	4%	4	11%	-	-	5	5%
Miscellaneous	1	4%	1	2%	-	-	2	2%
Distributing	-	-	4	10%	3	12%	7	8%
Agriculture	-	-	3	7%	-	-	3	3%
No. of trainers								
One	16	62%	29	74%	19	73%	64	70%
More than one	5	19%	7	18%	7	27%	19	21%
Co-workers trained	5	19%	3	8%	-	-	8	9%
No. of Work experiences								
One	8	31%	14	36%	8	31%	30	33%
More than one	10	38%	12	31%	12	46%	34	37%
None	8	31%	13	33%	6	23%	27	30%
Level of integration								
Meets level	24	92%	36	92%	14	54%	74	81%
Exceeds level	2	8%	2	5%	12	46%	16	18%
No integration	-	-	-	-	-	-	-	
No co-worker	-	-	1	3%	-	-	1	1%
Length of support								
On going	24	92%	37	95%	26	100%	87	96%
None	2	8%	2	5%	-	-	4	4%
Method of Employee Contact								
Newspaper	2	8%	-	-	4	15%	6	7%
Cold Call	9	35%	11	28%	4	15%	24	26%
Phone Call	6	23%	16	41%	8	31%	30	33%
Referred	2	8%	4	10%	-	-	6	7%
C.E.I.C.	2	8%	-	-	7	27%	9	10%
Personal Contact	5	19%	8	21%	3	12%	16	17%
TOTAL	26		39		26		91	

The results from a staff questionnaire on current placements (Appendix 13) found that 94% of staff time was spent providing training support to each consumer (Table 17). It was felt that the large majority (88%) of placement co-workers were enthusiastic in working with Sturgeon Creek Enterprises Inc. and continue to be. Consumers were not involved in the social activities of the organization/company in which they worked (only one or 6% of consumers was involved in after work social activities) Sturgeon Creek Enterprises Inc. staff believe that co-worker support is important to the success of a placement and that a poor job-consumer match leads to a placement being unsuccessful.

TABLE 17
STURGEON CREEK ENTERPRISES STAFF EVALUATION OF WORKSITE PLACEMENTS

	#	%
Staff support		
Direct (staff training hours spent at employment site)	8	50%
Direct + Indirect (staff hours spent on work related activities)	7	44%
Indirect (staff hours spent in non training activities)	1	6%
Initial working relationship with S.C.E.		
Enthusiastic	14	88%
Unenthusiastic	1	6%
Don't know	1	6
Subsequent working relationship with S.C.E.		
More enthusiastic	6	38%
Same enthusiasm	4	25%
Less enthusiastic	2	12.5%
Don't know	2	12.5%
No answer	2	12.5%
Consumer social activity involvement with company		
Involved	1	6%
Not involved	15	94%
Reasons of Successful placement		
Co-worker support	5	31%
Treated equally as co-workers	3	19%
Good job/consumer match	2	13%
Patient attitude of management	1	6%
On going support from S.C.E.	1	6%
Flexible worksite	1	6%
No answer	2	13%
Responsible consumer	1	6%
Reasons for Lack of Success of Placements		
Job too demanding/poor job match	5	31%
Lack of management support	3	19%
Poor hygiene of consumer	1	6%
No answer	7	44%
TOTAL number of placements evaluated	16	

Problems encountered at placement sites:

Questionnaires were mailed to 36 Work Placement Site Employer/Supervisors (Appendix 10) where the organization was still in business and had the same management, supervisors or workers. The sites selected were previous or current placements. In the 19 questionnaires returned it was found that the behaviour (16%) along with low morale and staff disruption (16%) were the significant issues that were encountered (Table 18)

TABLE 18
ISSUES/PROBLEMS ENCOUNTERED BY EMPLOYERS/SUPERVISORS PLACEMENT SITES

	#	%
None	5	27%
Behaviour	3	16%
Low morale with staff/disruption	3	16%
Consistency/skill of consumer	2	11%
Time spent disciplining consumer	1	5%
Job description needed to be changed	1	5%
Communication	1	5%
Too many bosses for consumer	1	5%
Hygiene concerns	1	5%
No response	1	5%
TOTAL	19	100%

47% of work placement co-workers felt, in answering Questionnaire on Work Placement (Appendix 11) that they would have liked more information on consumer working with them (Table 19)

TABLE 19
SUFFICIENCY OF CONSUMER INFORMATION SHARED WITH CO-WORKERS AT PLACEMENT SITE

	#	%
Insufficient information	9	47%
Sufficient information	4	21%
No response	6	32%
TOTAL	19	100%

Employers/supervisors when asked the question "what should Sturgeon Creek Enterprises Inc. do differently in setting up and supporting an individual in a work placement" did not have any one suggestion but they, like the co-workers, felt that more information on the consumer would be helpful along with a better job-consumer match. (see Table 20 below)

TABLE 20
SUGGESTIONS BY EMPLOYERS/SUPERVISORS TO STURGEON CREEK ON SETTING UP AND SUPPORTING A CONSUMER IN WORK PLACEMENT SITE

	#	%
A better job-consumer match	2	11%
More information on consumer	2	11%
Longer working experience	1	5%
More marketing of program	1	5%
Change support worker when placement is not working	1	5%
More consumers working together	1	5%
Continue as S.C.E. is currently doing	5	26%
No response	6	32%
TOTAL	19	100%

The Evaluation for Supported Jobs (Appendix 12) is a review process designed for use on a regular basis rather than for a one time only evaluation. It provides objective information about the use of systematic procedures by staff. Its primary purpose is to identify functional tasks, record program accomplishments and to assist in improving implementation of procedures.

The evaluation reviewed four (4) major areas of responsibility in each of Sturgeon Creek Enterprises Inc.'s three (3) programs. The major areas of responsibility were: creating employment opportunities; performing work requirements (those tasks required by staff to train and maintain an individual in an employment opportunity); ensuring integration and; providing support. Items in the review which were directed at issues of managing the organization were completed for Sturgeon Creek Enterprises Inc. as a whole and not for individual programs.

TABLE 20
PERCENTAGE OF TASKS COMPLETED

Area of Responsibility	# of Tasks Completed in each area*	Paid Employ. (Corporate Sponsor) % Completed	Volunteer Work Crew (Vo. Work Experience) % Completed	Work Crew (Home & Business % Completed
1. Creating Employment Opportunities	10	40%	40%	10%
2. Performing Work Requirements	19	34%	34%	13%
3. Ensuring integration	7	100%	100%	57%
4. Providing Support (Service Co-ordination)	11	91%	91%	45%
5. Managing the the organization	11	82% (S.C.E. as a whole)		

* For a breakdown of scores on each task in each area responsibility see Appendix 12.

RECOMMENDATIONS FOR YEAR TWO

- Sturgeon Creek Enterprises Inc. will continue to ask placement supervisors/employers for comments on the managing of each job site. A questionnaire will be mailed to all 1990-91 placements for their input.

- The Home & Business Property Care Service will be reviewed with all documentation computerized for better tracking purposes.

- Sturgeon Creek Enterprises Inc. will undertake a market survey for both Supported Employment and Home & Business Property Care Service components.

2.1.2 COMMUNITY EDUCATION/INDEPENDENT LIVING

Issues and Questions as stated in Project Proposal:

Description and Purpose:

Community Education/Independent Living focuses on providing information and training in the effective use of community resources. It is a learning process whereby consumers learn to do things on their own, put together programs, access resources and deal with problems which may arise in their daily lives e.g. self advocacy, citizenship, interpersonal relations, communication skills, assertiveness training.

2.1.3 LIFESKILLS
Issues and Questions as stated in Project Proposal:

Description and Purpose:

Lifeskills include a variety of basic activities that assist individuals on a day-to-day basis to become self sufficient such as:

Money management (counting money and banking)
Household management
Food Nutrition and food shopping
Cooking
Food Preparation
Clothing Care
Consumer skills

2.1.4 SPECIFIC SKILLS DEVELOPMENT

Description and Purpose:

Specific Skills Development is a focused instructional activity designed for a consumer so that he/she will acquire the specific skills involved in completing a job/activity.

2.1.5 RECREATION/LEISURE/SOCIAL NETWORKING

Recreation/Leisure/Social Networking assists consumers in gaining a better understanding, in a non-stressful manner, of what is available in the community; to meet new people in a non paid capacity; for physical activity; and for enjoyment outside of work activities.

2.1.6 THERAPY - PHYSICAL, COMMUNICATION

Description and Purpose:

Therapy - Physical and Communication helps in improving and maximizing consumer's performance in the areas of dexterity, endurance and communication.

2.1.7 CONTINUING EDUCATION

Description and Purpose:

Continuing Education increases the consumer's knowledge of the academic opportunities currently available in the community that would improve on his/her knowledge and skills. It includes information on: courses, programs, workshops, seminars etc.

Questions to explore:

* How likely is it that these programs will result in the use of normal community environment and sustain social skills with persons without disabilities during the day?

* How do above opportunities meet with consumer's goals and objectives?

* Are the above opportunities a valid way of improving quality of life?

* Are there gaps in the range of opportunities available to consumers?

METHOD USED TO EXPLORE QUESTIONS

In order to explore the questions listed above information was gathered from the Activity Analysis Form (Appendix 14) to measure the validity of day program activities and to consider presence of people without disabilities at program location and the opportunities for normal community use during the day. The activities detailed in the Daily Activity Logs (Appendix 15) were compared to Individual Program Plans to determine if the activities were in keeping with consumer goals and objectives.

RESULTS

Many of the above program activities (i.e. Community Education/Independent Living, Lifeskills, and Recreation/Leisure/Social Networking are not utilized to the extent that they once were. At present they are implemented only upon specific request at an IPP by the consumer and/or his or her parents/significant others. Consumer's choice on entry into Sturgeon Creek Enterprises Inc. now appears to be choice of specific job rather than choice of various opportunities.

The various opportunities in which five (5) consumers are involved apart from work experience have been assessed in the Activity Analysis Form (Table 21). Each activity was assessed to determine the likelihood of it leading to the "use of normal community environments and resources and sustained social skills with persons without disabilities during the work day" (Bellamy, 1988 p. 124)

The day activities appear to be in keeping with this statement. The activities are undertaken in the community, in facilities where there is interaction with non-handicapped peers during the day.

Within a work/day activity context it was found from Consumers' Questionnaires on Quality of Life (Appendix 5) that Reading/Writing is the only activity in which consumers would like to become involved.

This continues to be a verbal request from many parents. Currently two (2) consumers are receiving reading instruction (1 during her day program and 1 after work)

In comparing the Daily Activity Logs of the five (5) consumers who are involved in the above listed program options to program goals and objectives it was found that these activities are directly related to the consumers' program goals. See Appendix 16 for two examples.

ACTIVITY ANALYSIS

Table 21

Code
+ positive
- negative
o unknown

NAME:

Date

Activities	Activity characteristics													Consumer characteristics								Comments
	Chronological age appropriate	Interactions with nonhandicapped peers	Individual	Small group	Large group	Observing	Participating	Accessibility: Cost	Accessibility: Transportation	Accessibility: Specialized staff needs	Accessibility: Safety	Accessibility: Adaptability	Consumer preference	Family preference	Reflects culture	Skills needed in other environments	Activities that can be taught	Activities that can be adapted	Time requirements: Duration	Time requirements: Frequency	
1 GYM	+	-	+	+	-	-	+	+	-	-	+	+	+	+	+	-	+	-	+	+	13/20 65%
2. SWIMMING	+	+	+	+	+	+	+	-	-	-	-	+	+	+	+	-	+	-	+	+	14/20 70%
3 BANKING	+	+	+	-	-	-	+	+	-	-	+	+	+	+	+	+	+	+	+	+	15/20 75%
4. LIBRARY	+	+	+	-	-	-	+	+	+	-	+	+	+	+	+	+	+	+	+	+	16/20 80%
5. READING LESSONS	-	+	+	+		-		+	+	-	+	-	+	+	-	+	+	+	+	+	14/20 70%

2.2 PROGRAM MAINTENANCE

Issues and Questions as stated in Project Proposal:

General Issue: Accurate data collection is vital to program success.

Description and Purpose:

Program Maintenance is the process through which Sturgeon Creek Enterprises Inc. addresses accountability and quality control Through this process it ensures adequate support services are in place; it monitors the quantity and quality of community involvement; and ensures that daily activities are in keeping with Individualized Program Plans.

2.2.1 CONSULTATION AND REVIEW

General Issue: Feedback on program direction and program quality is essential in monitoring consumer's expressed goals.

Description and Purpose:

Consultation and Review occurs through on-going monitoring procedures. These procedures occur formally and informally through daily logs, informal staff discussions, monthly status reports, work placement evaluations, Individualized Program Plans (with level of resources and support required) and Vocational Descriptions. They occur in consultation with the consumer, the family/significant others, and specialty service providers to ensure that consumer's goals and support needs are being met and reinforce consumer control.

Questions to be explored:

* Do above reporting forms provide useful information?
* Do procedures and resources match support needs?
* What procedures have been identified to remedy problems that occur?
* How is on-going support documented?

METHOD USED TO EXPLORE QUESTIONS

In order to explore the questions listed above Daily Logs and Monthly Reports (Appendix 15 and Appendix 17) were reviewed to determine if they are reflective of individualized program plans. Consumer files will be reviewed to assess if consumer support needs are being met.

As previously noted in many of the other sections (i.e. Individualized Program Plans, Written Program Plan, Assessing Competencies, Range of Opportunities, the reporting forms appear to provide useful information in that they concur with written individual program plans. In particular the daily activity logs provide an easy format for determining if the activities in which consumers are involved are consistent with their program goals and objectives.

Time sheets were implemented in conjunction with the demonstration project. They have proved to be useful in providing information which details the number of hours spent in various aspects of program delivery and support (see Appendix 18 for sample of Time Sheets and definition of each category). The recording of intervention time into categories enables staff to determine specific areas of strengths and weaknesses for that placement. It also provides information on when to begin phasing out support from job site, as well as information on when a staff is spending too much time in one specific area of job training and placement at the expense of another area where a problem may be occurring. See Appendix 19 for an example of a 3 month Consumer Specific Intervention Time Report.

RECOMMENDATIONS FOR YEAR TWO

- A questionnaire be developed to determine staff response to reporting forms.

- Time Sheets continue in Year 2 and form the basis for identifying support costs.

2.2.2 GRADUATION AND RIGHT OF RETURN

Issues and Questions as stated in Project Proposal:

General Issue: Consumer has the guarantee to return to day program should he/she leave. This encourages consumer to strive towards greater independence.

Description and Purpose:

Graduation and Right of Return occurs when a consumer develops a satisfactory day activity program and no longer requires support from Sturgeon Creek Enterprises Inc. Right of Return or Bridge Back is a guarantee of the return to Sturgeon Creek Enterprises Inc. It enables any consumer immediate access back to the program should his/her day activity change or end for any reason resulting in a renewed need for support services.

Questions to be explored:

* When is a consumer ready for graduation?

* HAS BRIDGEBACK BEEN UTILIZED

METHODS USED TO EXPLORE QUESTIONS

in order to explore the question listed above files were reviewed to determine the number of consumers that have graduated from Sturgeon Creek Enterprises Inc. Also the Guidelines for Program Graduation (Appendix 20) will be reviewed to determine if criteria for graduation are valid.

RESULTS

TABLE 22
STATUS OF CONSUMERS GRADUATED FROM S.C.E.

No. of consumers graduated	12
No. of consumers utilizing bridgeback	0

Appendix 20 details guidelines for project graduation. All 12 graduates met this criteria. None of the consumers, who graduated from Sturgeon Creek Enterprises Inc. has utilized the Right of Return or Bridge Back (Table 22). This leads program co-ordinator to conclude that the above mentioned guidelines are valid for determining when a consumer is ready for graduation.

The identifying characteristics of individuals who were accepted into the Sturgeon Creek Enterprises Inc. program and then graduated, were as follows in Table 23.

TABLE 23
PROFILE OF CHARACTERISTICS AT REFERRAL OF CONSUMERS GRADUATED FROM STURGEON CREEK ENTERPRISES
(All consumers, except one, graduated in 1989-90)

	Year One	Year Two	Year Three	Total over Three Years	
	#	#	#	#	%
Sex					
Male	1	4	1	6	50%
Female	2	3	1	6	50%
Age	(22-39)	(21-40)	(22-28)		
Residential Status					
Group home	-	3	-	3	25%
Parental	1	2	1	4	34%
Foster home	-	1	-	1	8%
Non handicapped roommate	1	-	-	1	8%
Supervised Apartment	1	-	-	1	8%
Independent Apartment	-	1	1	2	17%
Region					
South	-	4	2	6	50%
North	-	2	-	2	17%
West Central	3	1	-	4	33%
Program Status					
No day prog.	2	5	2	9	75%
School	1	2	-	3	25%
Dismissed from program	-	-	-		
Institution	-	-	-	-	
Attending other program	-	-	-	-	
Resources Needed					
Behavioral	-	2	-	2	17%
Physical	1	-	-	1	8%
Skill	3	7	2	12	100%
Transportation	1	-	-	1	8%
Average Number Work Experience	2	4	3	3	

Table 23 (continued)

	Year One #	Year Two #	Year Three #	Total over Three Years #	%
Type of Work Experience					
Sheltered	1	1	-	2	17%
Supported Empl. (unpaid)	1	3	-	4	33%
Supported Empl. (paid)	-	-	-	-	
Competitive employment	-	1	1	2	17%
Employment & training	1	1	-	2	17%
Unknown	-	2	1	3	25%
None	-	-	-	-	
(consumer may have more than one type of work experience)					
Education					
Segregated	1	3	2	6	50%
Integrated non academic	-	4	-	4	33%
Special facilities	1	-	-	1	8%
Unknown	1	-		1	8%
Level of Integration					
None	2	4	1	7	59%
Exceeds	1	2	-	3	25%
Meets normal distribution	-	-	1	1	8%
No co-worker contact	-	1	-	1	8%
Wages					
None	2	6	1	9	75%
Below minimum	-	1	-	1	8%
Min. or above	-	-	1	1	8%
Honorarium	1	-	-	1	8%
TOTAL (graduated)	3	7	2	12	

Although there were no questions asked which looked at the amount of time spent in the various programs at Sturgeon Creek Enterprises Inc., it was felt that this was important information to include in this report. Therefore, Tables 23a (Amount of Time Spent in each Program Component by Current Consumers) and Table 23b (Amount of Time Spent in each Program Component by Graduates) are included below.

Table 23a
AMOUNT OF TIME SPENT IN EACH PROGRAM COMPONENT
BY CURRENT CONSUMERS (in months)

Consumers Code	Individual Support	Work Crew	Volunteer	Corporate Sponsorship	Total
1		34			34
2		4		26	30
3		5	28		33
4	35				35
5		21		9	30
6	33				33
7		35			35
8			20	12	32
9	30				30
10	30				30
11			33		33
12		20 p.t.	35 p.t.		35
13	35				35
14				26	26
15		4		17	21
16			18		18
17		8	10		18
18		12		4	16
19				21	21
20				6	6
21				7	7
22				5	5
23				7	7
24				7	7
25				9	9
26				2	2
27				2	2
28				1	1
29				3	3
30				4	4

p.t. = part time

Table 23b
AMOUNT OF TIME SPENT IN EACH PROGRAM COMPONENT
BY GRADUATES (in months)

Consumers Code	Individual Support	Work Crew	Volunteer	Corporate Sponsorship	Total
1				5	5
2				12	12
3				10	10
4			27		27
5				10	10
6				12	12
7				12	12
8			27	1	28
9			7	11	18
10		2		15	17
11				3	3
12				4	4

RECOMMENDATIONS FOR YEAR TWO

- That Sturgeon Creek Enterprises Inc. continue to monitor all consumers who have graduated from Sturgeon Creek Enterprises Inc.

- Sturgeon Creek Enterprises Inc. will document the amount of follow-up support necessary to ensure the success of employment for all consumer graduates. This could be a tool that other supported employment organizations may be able to use in lobbying government for follow-up support dollars.

- A study will be carried out to determine the effect of graduate employment on the cost of government spending for consumer graduates.

- A study will be carried out to determine any changes consumer graduates experience with regard to personal income after graduation.

- Job retention rates for consumer graduates will be documented along with wages, fringe benefits, work-related interaction with co-workers both on and off job site.

- That Sturgeon Creek Enterprises Inc. continues to monitor all consumers with regard to amount of time spent in various programs at Sturgeon Creek Enterprises Inc. This information could be useful in identifying consumers for whom job matching is difficult.

3. STAFF

Staff at Sturgeon Creek Enterprises Inc. are the support services (resources) by which the organization operates. They are responsible for developing, implementing and evaluating individualized day activity programs.

Issues and Questions as stated in Project Proposal

General Issue: Recruitment of qualified staff is essential to the success of day activity programs.

Questions to be explored:

* Who are the people who work as Service Providers?
* What makes a good staff person?
* Who is leaving and why?
* What are the formal and informal skills of staff?
* How are staff evaluated?

METHOD USED TO EXPLORE QUESTIONS

In order to explore the questions listed above a staff data base was developed using information gathered from staff files. The data base included information relevant to: education, work experience, past experience with the mentally handicapped, length of employment, staff training received, reason for leaving and number of days absent. (See Appendix 21 for Staff Data Base Form)

All staff evaluations were revieved to determine successful and unsuccessful staff. This was then compared to staff profiles to determine common characteristics of both successful and unsuccessful staff.

Staff absenteeism forms were also revieved to determine number of individual staff absences and reasons for these absences.

A Supported Employment Values Assessment (Appendix 22) form, completed by staff, was also revieved to determine staff commitment and understanding of the philosophies of Sturgeon Creek Enterprises Inc.

A Competency Checklist (Appendix 23) completed by staff was also revieved to determine the level of competencies and practical experience of each staff member.

RESULTS

Of the 23 current staff at Sturgeon Creek Enterprises Inc., 11 or 48% have a University Degree or College Diploma and all have Grade 12. The majority of staff, 60%, have not had previous experience with Supported Employment nor have experience, 35%, working with individuals labelled mentally handicapped (Table 24)

TABLE 24
CURRENT STAFF PROFILE

	#	%
Education		
Degree	6	26%
Diploma	5	22%
Grade 12	12	52%
Sex		
Male	10	43%
Female	13	57%
Previous Experience in Supported Employment (ranging 2-18 months)	9	40%
No Experience in Supported Employment	14	60%
Previous Experience with Mentally Handicapped		
Day Program	3	13%
Residential	6	26%
Personal	2	8%
Volunteer Work	4	18%
None	8	35%

From a review of 52 staff performance evaluations over the reporting period 15 staff were considered as successful (successful staff were those who received good or very good performance reviews resulting in promotion). The profile of these individuals (Table 25) show that 73% of them have a degree or diploma and of the 27% who have Grade 12 2 or 13.5% are completing degrees. Successful staff seem to be largely female (73%) and have no experience (47%) or residential experience (33%) working with individuals labelled mentally handicapped. These staff have few days absent, ranging from 0 days per month to .6 days per month, (an average of .23 days per month).

TABLE 25
PROFILE OF SUCCESSFUL STAFF OVER 3 YEARS

	#	%
Education		
Degree	9	60%
Diploma	2	13%
Grade 12	4	27%
Sex		
Male	4	27%
Female	11	73%
Previous experience with mentally handicapped		
Day Program	2	13%
Residential	5	33%
Personal	1	7%
Volunteer Work	1	7%
None	7	47%
(May be more than one)		
Average No. Days Absent per month (Range 0 - .6)	.23	
Reasons for absences		
Ill	15	100%

TOTAL No. = 15 (52 Revieved over 3 Years)

Appendix 24 is a copy of Standard Performance Evaluation.

From the reviev of 52 staff performance evaluations over the reporting period 12 staff were considered as unsuccessful because of poor or needs improving performance reviews. The profile of these individuals (Table 26) show that the majority (76%) of them had Grade 12 and 59% had no experience working with individuals labelled mentally handicapped. In addition 25% had no experience in residential settings. These staff have slightly more absences than those considered successful, ranging from 0 - 1.8 days per month (an average of .96). This is still well under the limit of 1.25 days per month allowed by Sturgeon Creek Enterprises.

TABLE 26
PROFILE OF UNSUCCESSFUL STAFF OVER 3 YEARS

	#	%
Education		
Degree	1	8%
Diploma	1	8%
Grade 12	9	76%
Less than Grade 12	1	8%
Sex		
Male	7	58%
Female	5	42%
Previous experience with mentally handicapped		
Day Program	1	8%
Residential	3	25%
Personal	-	-
Volunteer Work	1	8%
None	7	59%
Average No. Days Absent per month (Range 0 - 1.8)	.96	
Reason for absences		
Ill	12	100%

TOTAL No. = 12 (52 Reviewed over 3 years)

The main difference between a successful and unsuccessful staff appears to be the amount of education they had prior to becoming employed with Sturgeon Creek Enterprises Inc.

In reviewing characteristics of staff who have left Sturgeon Creek Enterprises over the recording period (Table 27), the majority (63%) have Grade 12 and 27% left to take other jobs.

TABLE 27
CHARACTERISTICS OF STAFF WHO LEFT
STURGEON CREEK ENTERPRISES INC.

	#	%
Reason for Leaving		
Quit - personal reasons	6	20%
Burn out	4	13%
Another job	8	27%
Further education	4	13%
Terminated -		
Violating S.C.E. policies	3	10%
Term position	4	13%
No reason	1	4%
Sex		
Male	18	60%
Female	12	40%
Education		
Degree	6	20%
Diploma	4	13%
Grade 12	19	63%
Less than Grade 12	1	4%
TOTAL no. who left (Revieved 52 staff over 3 year period)	30	

A review of Competency Checklist for all current staff at Sturgeon Creek Enterprises (See Appendix 23 for Competency Checklist) was completed. The following is a breakdown of Competency Checklist.

The percentage of staff who have completed some or all of the competencies are listed in Table 28 below. These training seminars were attended previous to the employment at Sturgeon Creek Enterprises In. They were provided through Red River Community College Developmental Course, University, Management Courses or Residential Agencies.

TABLE 28
INFORMATION COMPETENCIES ACQUIRED BY CURRENT STAFF THROUGH PARTICIPATION IN TRAINING SEMINARS PREVIOUS TO STURGEON CREEK ENTERPRISES INC.

Information Competencies	#	%
Philosophical, legal policy issue	2	9%
Individual program planning	8	35%
Training strategies	5	22%
Program development	5	22%
Program implementation	4	17%
Program management/maintenance	4	17%
Program evaluation	4	17%

The percentage of staff who have completed practical experience in some of the areas listed are in Table 29. These activities were attended previous to Sturgeon Creek Enterprises and were provided through work, Residential agencies, University and Red River Community College.

TABLE 29
PRACTICAL EXPERIENCE PERFORMING THE ACTIVITIES LISTED BELOW PREVIOUS TO STURGEON CREEK ENTERPRISES

Activities	#	%
Client screening and assessment	5	22%
Individualized program meetings	8	35%
Job development	3	13%
Job analysis	3	13%
Initial placement preparation	2	9%
Behavior management programing	8	35%
Specific skill instruction/training strategies	10	44%
Adaptation/modification of settings	7	30%
Ongoing monitoring and follow-along	8	35%
Community needs assessment	8	35%
Proposal and contract development	4	17%
Resource allocation and management	3	13%
Staff/parent education programing	6	26%

The percentage of staff who have acquired information competencies during time at Sturgeon Creek Enterprises is listed in Table 30 below.

TABLE 30
INFORMATION COMPETENCIES ACQUIRED BY CURRENT STAFF DURING TIME AT STURGEON CREEK ENTERPRISES INC.

Information Competencies	#	%
Philosophical, legal policy issues	6	26%
Individual Program Planning	14	61%
Training Strategies	12	52%
Program development	6	26%
Program implementation	8	35%
Program management/maintenance	9	39%
Program evaluation	9	39%

The percentage of staff who have completed practical experience during time at Sturgeon Creek Enterprises Inc. is listed in Table 31 below.

TABLE 31
PRACTICAL EXPERIENCE PERFORMING THE ACTIVITIES LISTED BELOW DURING TIME AT STURGEON CREEK ENTERPRISES

Activities	#	%
Client screening and assessment	6	26%
Individualized program meetings	15	65%
Job development	12	52%
Job analysis	12	52%
Initial placement preparation	8	35%
Behavior management programing	5	22%
Specific skill instruction/training strategies	12	52%
Adaptation/modification of settings	11	48%
Ongoing monitoring and follow-along	14	61%
Community needs assessment	6	26%
Proposal and contract development	6	26%
Resource allocation and management	3	13%
Staff/parent education programing	6	26%

Those staff currently working with Sturgeon Creek Enterprises Inc. listed the characteristics in Table 32 as necessary ones for people working with individuals labelled mentally handicapped.

TABLE 32

CHARACTERISTICS LISTED BY CURRENT STAFF AS NECESSARY FOR STAFF WORKING WITH INDIVIDUALS LABELLED MENTALLY HANDICAPPED

Listed by successful staff	#	Listed by other staff	#
Patience/tolerance	5	Patience	9
Committment	5	Empathy	4
Responsible	2	Open minded	1
Flexible	2	Flexible	1
Initiative	2	Committment	1
Organized	1	Realistic	1
Quick results not expected	1	Common Sense	1
Few personal concerns	1	Self Confidence	1
Sense of humor	1	Sense of humor	1
Energy	1	Proactive	1
Proactive	1	Assertive	1
Honest	1	Enthusiastic	1
Good listener	1		
Enthusiastic	1		

There does not appear to be a significant difference in what current staff see as necessary qualities for a staff working with individuals labelled mentally handicapped. Patience is the dominant quality, listed by staff as a necessary characteristic of a staff person.

Table 33 indicates the values of both Staff and the Board of Directors of Sturgeon Creek Enterprises in statements representing values frequently associated with the employment of individuals who have been labelled disabled (See Appendix 22 for Values Needs Assessment Checklist). There is a significant difference between staff and Board's values in Statement No. 7 which asks respondents to rate the statement that "All severely involved consumers should be considered for supported competitive services as just another possible job match in the list of options" versus " Severely involved consumers should progress towards competitive employment as they demonstrate improved improvement"

Because the values assessed in this statement were significantly different between the Board and staff as a whole an Inservice Training event will be planned for all staff on the issue of "Place and Train" rather than "Train and Place".

Verbal reports from the Board of Directors to project co-ordinator indicated that they felt that the exercise of completing the rating scales and discussion that followed were very useful in unifying their own preferences.

A breakdown of individual staff responses is available on request.

SUPPORTED EMPLOYMENT TRAINING VALUES NEEDS ASSESSMENT
BOARD AND STAFF ASSESSMENT OF VALUE STATEMENTS

(TABLE THIRTY-THREE)

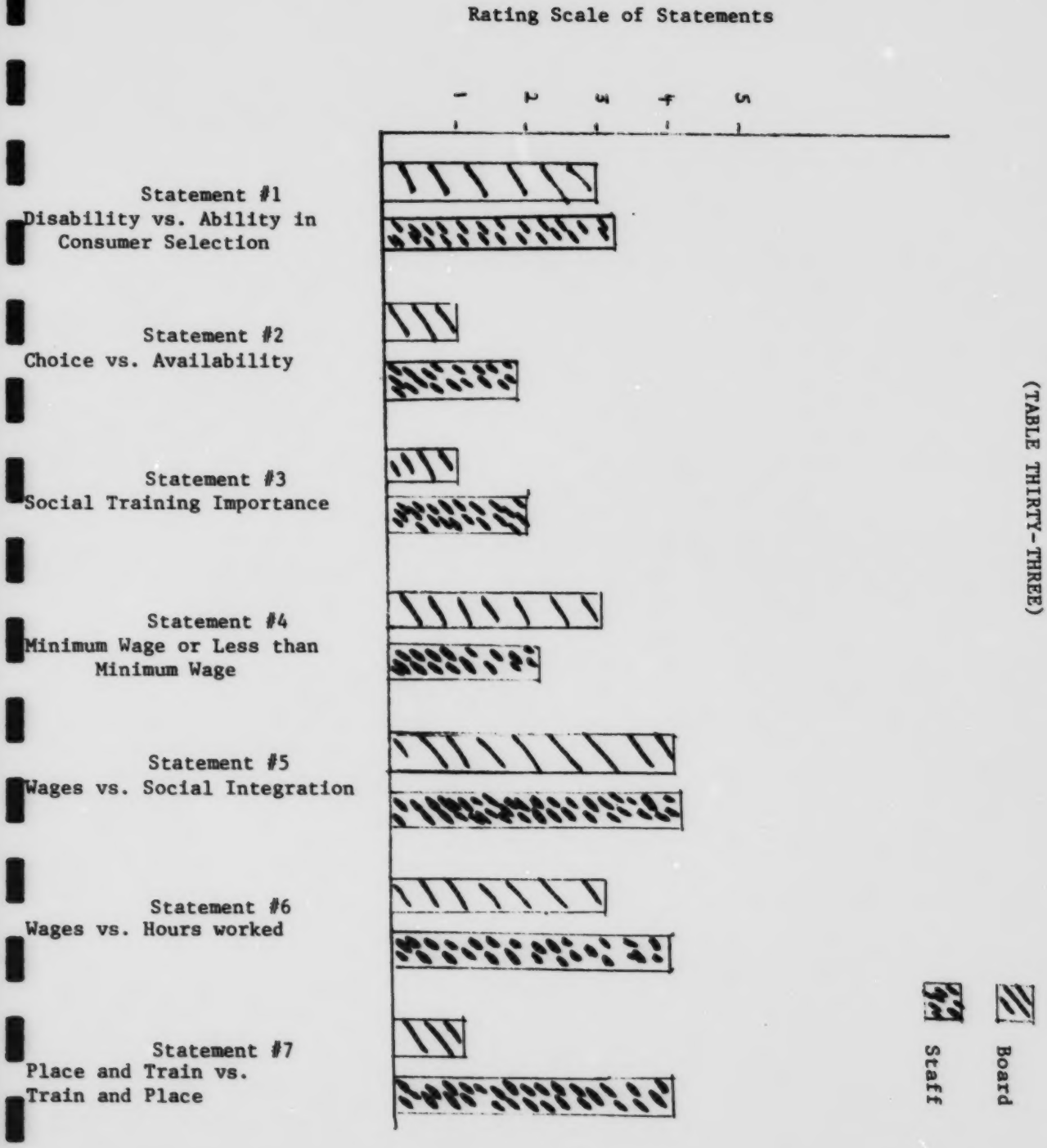

Table 34 indicates a list of training requested by staff.

TABLE 34
TRAINING REQUESTED BY STAFF

Course Name	No. of staff requesting training
Role of Job Coach	4
Crises Prevention	2
Program Development	2
Labor Market	2
Assertiveness	2
Training Strategies	2
Proposal & Contract Developing	1
Epilepsy	1
Job Searching	1
Behavior Management	1
Program Evaluation	1
Report Writing	1
English Courses	1
PASSING	1
Motivation	1
Proactive Training	1
Business Skills	1
Government Policies	1

Most of the Training, requested by staff, is available in Winnipeg, although not necessarily on immediate request but may have to be arranged at specific times throughout the year.

Available resources to provide these courses include:

Red River Community College Developmental Course
Association of Community Living Seminars
Manitoba Coalition of Rehabilitation & Work Seminars
Manitoba Training Consortium
Manitoba Government - Department of Family Services

See Appendix 25 for External Review of Staff Training Opportunities.

RECOMMENDATIONS FOR YEAR TWO

- New job descriptions will be developed to better describe activities performed by staff and to identify measureable outcomes for those activities.

- New performance evaluations will be developed such that they reflect the activities and outcomes outlined in the revised job descriptions.

RECOMMENDATIONS FOR YEAR TWO

For all sections of the Project - Consumer, Program and Staff. Sturgeon Creek Enterprises Inc. will continue to collect, monitor and analyze the areas reported on in Year One. In addition, the Project will address the following recommendations:

CONSUMER

* The Project will identify the actual reason for lack of referrals for consumers requiring extensive support.

* The Board and Staff at Sturgeon Creek Enterprises Inc. will identify what the optimal consumer mix is for a program with consumers requiring extensive supports and those requiring less supports. The Board may then determine if Sturgeon Creek Enterprises Inc. would be able to accept those referrals without a corresponding increase in either the funding for high needs consumers or an increase in the number of spots Sturgeon Creek Enterprises Inc. has available to fill.

* The Initial Information Profile will be evaluated every three months to ensure that it continues to provide adequate information.

* The following questions on Individual Program Planning will be addressed:

    1. Is there active consumer involvement in the Individual Program Planning? And, if so, what is it, and how does this relate to successful outcomes?

    2. Do Individual Program Plans (IPP) state objectives which describe what the consumer will do, not what he/she will stop doing or what the staff will do?

    3. Do IPP's include objectives for functional skills that are immediately useful in community settings?

    4. Do IPP's include a mix of Quality of Life Goals, Training Goals, Participation Goals and Maintenance Goals?

    5. Does the IPP reflect a concern for promoting the development of skills needed for consumer decision making, choice-making and autonomy?

    6. Has the consumer's life been qualitatively improved?

    7. Were the supports and training provided to the consumer effective?

* A staff questionnaire will be developed to determine the extent to which, and how information, provided by the Vocational Assessment is incorporated into the Individual Program Plan.

* The format for the Written Program Plan will be revised.

* A study will be carried out to determine where individuals, over the age of 40 years, spend their day.

PROGRAM

* Sturgeon Creek Enterprises Inc. will continue to ask placement supervisors/employers for comments on the managing of each job site. A questionnaire will be mailed to all 1990-91 placements for their input.

* The Home & Business Property Care Service will be reviewed with all documentation computerized for better tracking purposes.

* Sturgeon Creek Enterprises Inc. will undertake a market survey for both Supported Employment and Home & Business Property Care Service components.

* A questionnaire will be developed to determine staff response to reporting forms.

* The use of Time Sheets will continue and the information collected will be entered on to Lotus 1-2-3 Spreadsheet (computer software) where they will form the basis for identifying support costs and to determine optimum staff-consumer ratios.

* A Quality of Life report will be written.

* Sturgeon Creek Enterprises Inc. will continue to monitor consumers who have graduated from Sturgeon Creek Enterprises Inc.

* Sturgeon Creek Enterprises Inc. will document the amount of follow-up support necessary to ensure the success of employment for all consumer graduates. This could be a tool that other supported employment organizations may be able to use in lobbying government for follow-up support dollars.

* A study will be carried out to determine any changes consumer graduates experience with regard to personal income after graduation.

* Job retention rates for consumer graduates will be documented along with wages, fringe benefits, work related interaction with co-workers both on and off the job site.

* That Sturgeon Creek Enterprises Inc. continues to monitor all consumers with regard to amount of time spent in various programs at Sturgeon Creek Enterprises Inc. This information could be useful in identifying consumers for whom job matching is difficult.

STAFF

* New job descriptions will be developed to better describe activities performed by staff and to identify measureable outcomes for those activities.

* New performance evaluations will be developed such that they reflect the activities and outcomes outlined in the revised job descriptions.

Year Two Report will be written so that, in addition to analyzing the results for Sturgeon Creek Enterprises Inc., a comparison to research results in current literature will be made.

The Year Two Report will include identification as to how this evaluation format may be used by other organizations providing services to individuals labelled mentally handicapped.

REFERENCES

Bellamy, G. Thomas, Larry E. Rhodes, David M. Mank and Joyce M. Albin. Supported Employment: A Community Implementation Guide, Paul Brooks Publishing Co., Baltimore, Maryland, 1988.

Galambos, D. and P. Wilson Whetstone. Individual Program Planning, Instructional and Human Resource Development, Sheridan College of Applied Arts and Technology, Oakville, 1989.

Wehman, Paul and M. Sherril Moon. Vocational Rehabilitation and Supported Employment, Paul Brooks Publishing Co., Baltimore, Maryland, 1988.

APPENDIX 1

CONSUMER DATABASE

INFORMATION	FIELD NAME	TYPE	WIDTH
Name	NAME	A	30
Gender (M/F)	GENDER	A	1
Region (1. West Central 2. North 3. South)	REGION	N	1
APPLICATION STATUS (1. Accepted 2. Refused 3. waiting)	APP_STATUS	N	1
Application Date: (mm/dd/yy)	APP_DATE	D	8
Notice date: (mm/dd/yy)	NOTICE	D	8
Reason for referral (1. want employment 2. Need support 3. No program)	REASON_REF	N	1
Reason for refusal (1. In program already 2. [illegible] ing 3. Behavioral Disabilities 4. No desire to work 5. Chose another day program 6. No available spaces 7. Not applicable)	REASON_REFU	N	1
Residential status at time of referral (1. Parental 2. Foster home 3. Room and board 4. Supervised apartment 5. Independant apartment 6. Non-handicapped roommate 7. Group-home 8. Institution)	RES_STATUS	N	1
Stability (1. Stable - No day program required 2. Stable - When and if day program provided 3. Unstable)	RES_STABLE	N	1
Meets Mandate - Primary Diagnosis	PRIM_DIAG	A	30
- Secondary Diagnosis	SECND_DIAG	A	30
- Adult	ADULT	A	1
- 18 below 70	18_LESS_70	A	1
Program status at time of referral (1. Attending another program 2. Refused access to another program 3. Dismissed from another program 4. Institution 5. School 6. No day program)	PRG_STATUS	N	1

INFORMATION	FIELD NAME	TYPE	WIDTH
Referral Information - Details included - Behavior	INF_BEHAVR	-	-
- Physical	INF_PHYSIC	-	-
- Skills	INF_SKILLS	-	-
Referral Information - Information accurate - Behavior	ACC_BEHAVR	-	-
- Physical	ACC_PHYSIC	-	-
- Skills	ACC_SKILLS	-	-
Current program status	CRT_STATUS	-	-
(1. Still in program			
(2. Graduated			
(3. Moved			
(4. Left because of behavior problems			
(5. Left because of physical problems)			
(6. Left because of no desire to work)			
(7. Left because of lack of funding			
(8. Other			
Happy with current status	HAP_STATUS	-	-
Resources Needed - One to one - Behavior difficulties	NEEDBEHAV	-	-
- One to one - Physical assistance	NEEDPHYSC	-	-
- One to one - Skill deficiencies	NEEDSKILLS	-	-
- Transportation	NEEDTRANSP	-	-
Resources Provided - One to one - Behavior difficulties	PROVBEHAV	-	-
- One to one - Physical assistance	PROVPHYSC	-	-
- One to one - Skill deficiencies	PROVSKILLS	-	-
- Transportation	PROVTRANSP	-	-
EDUCATIONAL EXPERIENCE			
Age at graduation	AGE_GRAD	-	-
Segregated (Non-graded)	SEGREGATED	-	-
Integrated (All classes)	INTEGR_CLS	-	-
Integrated (Non academic)	INTEGR_NAC	-	-
Special facilities	SPECIAL_FC	-	-
Academic	ACADEMIC	-	-
Work experience	WORK_EXPR	-	-
Life skills	LIFE_SKILL	-	-
Unknown	UNKNOWN_ED	-	-
WORK EXPERIENCE ON REFERRAL:			
Number of experiences	RF_WRK_EXP	-	-
Length of work experience (weeks):			
No. 1	RF_EXP1	-	-
No. 2	RF_EXP2	-	-
No. 3	RF_EXP3	-	-
No. 4	RF_EXP4	-	-
No. 5	RF_EXP5	-	-
Unknown	RF_UNKNOWN	-	-

INFORMATION	FIELD NAME	TYPE	WIDTH
Assessment information available:	RF_INFOAVL	-	-
Sheltered:	RF_INFO1	-	1
Evaluation and training center:	[illegible]	-	-
Competitive employment:	RF_INFO3	-	-
Supported employment (paid):	RF_INFO4	-	-
Supported employment (unpaid):	RF_INFO5	-	-
WORK EXPERIENCE AT STURGEON CREEK ENTERPRISES			
Number of experiences:	ST_WRK_EXP	N	-
Length of work experience (weeks):			
No. 1:	ST_EXP1	N	-
No. 2:	ST_EXP2	N	2
No. 3:	ST_EXP3	N	-
No. 4:	ST_EXP4	N	2
No. 5:	ST_EXP5	N	2
Assessment information available:	ST_INFOAVL	-	-
Competitive employment:	ST_INFO1	-	-
Supported employment (paid):	ST_INFO2	-	1
Supported employment (unpaid):	ST_INFO3	-	-
Volunteer work experience:	ST_INFO4	-	-
Preferences indicated:	PREF_IND	-	-
Connections identified:	CONN_IDENT	-	-
Number of years home without program:	YEARS_HOME	N	-
Number of years at another program:	YEARS_PROG	N	2
Assessment process used:	PROC_USED	N	-
(1. Assessment occurs at actual worksite/activities.)			
(2. Assessment occurs through sampling of activities.)			
Length of assessment period (months):	PRE_LENGTH	N	2
SKILL DEFICIENCIES IDENTIFIED IN INITIAL ASSESSMENT PROCESS			
Personal Skills			
Communication:	COMMUNICTN	-	1
Comprehension:	COMPRHNSN	-	-
Personal appearance:	APPEARANCE	-	-
Personal Conduct			
Punctuality:	PUNCTUALTY	-	-
Relationship with staff:	REL_STAFF	-	-
Relationship with supervisor:	REL_SUPRVR	-	-
Relationship with co-workers:	REL_CO_WKR	-	-
Personal outlook/disposition:	OUTLOOK_1	-	1
Motivation/Initiative:	MOTIVATN_1	-	1

INFORMATION	FIELD NAME	TYPE	WIDTH
Performance Abilities and Potential			
Involved and active:	INCENTIVE1	C	1
Quality of work:	QUALITY_1	C	1
Quantity of work:	QUANTITY_1	C	1
Following instruction:	INSTRUCTN1	C	1
Consistency:	CONSISTNC1	C	1
Reliability:	RELIABLTY1	C	1
Attention span:	ATTENTION1	C	1
Supervision requirements:	SUPRVISN_1	C	1
Responsibility/Dependability:	RESPONSIB1	C	1
Adaptability:	ADAPTIBLT1	C	1
Decision making/Judgement:	JUDGEMENT1	C	1
Conscious of safety/health:	SAFETY_1	C	1
General Skill:	SKILL_1	C	1
* Unknown:	NOTAVAIL_1	C	1
SKILL DEFICIENCIES IDENTIFIED SUBSEQUENT TO INITIAL ASSESSMENT			
Personal Skills			
Communication:	COMMUNCTN2	C	1
Comprehension:	COMPRHNSN2	C	1
Personal appearence:	APPEARANC2	C	1
Personal Conduct			
Punctuality:	PUNCTUALT2	C	1
Relationship with staff:	REL_STAFF2	C	1
Relationship with supervisor:	REL_SUPRV2	C	1
Relationship with co-workers:	REL_CO_WK2	C	1
Personal outlook/disposition:	OUTLOOK_2	C	1
Motivation/Initiative:	MOTIVATN_2	C	1
Performance Abilities and Potential			
Involved and active:	INCENTIVE2	C	1
Quality of work:	QUALITY_2	C	1
Quantity of work:	QUANTITY_2	C	1
Following instruction:	INSTRUCTN2	C	1
Consistency:	CONSISTNC2	C	1
Reliability:	RELIABLTY2	C	1
Attention span:	ATTENTION2	C	1
Supervision requirements:	SUPRVISN_2	C	1
Responsibility/Dependability:	RESPONSIB2	C	1
Adaptability:	ADAPTIBLT2	C	1
Decision making/Judgement:	JUDGEMENT2	C	1
Conscious of safety/health:	SAFETY_2	C	1
General Skill:	SKILL_2	C	1
* Unknown:	NOTAVAIL_2	C	1
Method used to chose opportunity			
1. Pictures	PICTURES	C	1
2. Verbal	VERBAL	C	1
3. Visitation	VISITATION	C	1

INFORMATION	FIELD NAME	TYPE	WIDTH
Level of integration current placement: (1. Meets normal distribution) (2. Exceeds normal distribution) (3. No integration) (4. No co-worker contact)	INTEG_CRNT	N	1
Level of integration prior to admission: (1. Meets normal distribution) (2. Exceeds normal distribution) (3. No integration) (4. No co-worker contact)	INTEG_PRIR	N	1
Wage received prior to admission: (1. Honorarium including VRDF) (2. Honorarium employer) (3. Minimum wage or better) (4. Below minimum wage) (5. Voluntary) (6. None)	WAGES_PRIR	N	1
Wage received current placement: (1. Honorarium including VRDF) (2. Honorarium employer) (3. Minimum wage or better) (4. Below minimum wage) (5. Voluntary) (6. None)	WAGES_CRNT	N	1
Date information completed (mm/dd/yy):	DATE_COMPL	D	6

APPLICATION FOR PROGRAM PARTICIPATION with Sturgeon Creek Enterprises Inc.

- please type or print neatly -

INITIAL INFORMATION PROFILE

APPLICANT NAME: _____

ADDRESS: _____

PHONE NUMBER: _____. SOCIAL INSURANCE #: _____

BIRTHDATE: _____, 19___.

Parent, Guardian, Representative Name: _____

Address: _____

Phone Number: (hm) _____, (wk) _____

Community Services Worker: _____

Vocational Rehabilitation Worker: _____

Address: _____

Phone Number: _____.

BACKGROUND INFORMATION:

Residential: _____

_____

_____

_____

Academic: _____

_____

_____

_____

Mode of Transportation: _____

Previous work/volunteer experiences:

1. Type of Experience: _____

Location: _____

Dates: from _____, 19___ to _____, 19___.

Please Describe: _____

_____

_____

2. Type of Experience: _____

Location: _____

Dates: from _____, 19___ to _____, 19___.

Please Describe: _____

_____

_____

3. Type of Experience: _____

Location: _____

Dates: from _____, 19___ to _____, 19___.

Please Describe: _____

_____

_____

Please Describe Specific Work Skills, Abilities: _____

_____

_____

_____

Please Describe Personal Disposition, Social Skills: _____

_____

_____

_____

Please Describe Special Interests, Hobbies: _____

_____

_____

_____

Please Provide an Overview of Specific Goals Viewed as Priorities in Establishing an Individual Placement for Applicant:

_____

_____

_____

_____

Please Describe the Specific Challenging Needs of the Applicant, Level of Functioning. Detail the Personal Support Needs Required by Applicant for Safe and Effective Program Involvement:

_____

_____

_____

_____

_____

_____

Other Comments: _____

_____

_____

_____

APPLICANT'S SIGNATURE: _____.

DATE: _____, 19___.

Authorized Funding from Manitoba Department of Community Services at:

_____.

Community Services Worker Signature: _____

Date: _____, 19____.

STURGEON CREEK ENTERPRISES INC. CONFIDENTIAL INFORMATION

Date - _____.

Participant Name - _____.

Address - _____.

Home Phone Number - _____.

Names of Family, Guardians, and social worker and where they may be contacted in case of emergency DURING THE DAY:

NAME	relation	ADDRESS	PHONE - DAY

Family Doctor name Address Phone

_____ _____ _____

Manitoba Health Number - _____.

SPECIFIC HEALTH - MEDICAL INFORMATION:

ALLERGIES: _____

MEDICATIONS BEING TAKEN (DETAIL)

APPENDIX 3

Sturgeon Creek Enterprises Inc. Date _____

INDIVIDUALIZED PROGRAM PLAN (confidential)

Participant name _____ Contract period _____
to _____

1) Individuals attending planning meeting:

name	affiliation/relationship

2) Describe participant's positive attributes (those personal and/or specific acquired skills (i.e. can mow the lawn) or characteristics (i.e. good sense of humor) which others would deem valuable.

3) Describe participant"s expressed interests (defined as those skills or activities which the individual is currently involved in or wishes to be involved in)

4) Describe participant's known abilities (abilities are those skills or activities which the individual can currently perform without assistance)

5) Discuss participant's potentials (potentials are those skills or activities which the individual currently cannot perform but could perform with some training and/or assistance)

6) Describe participant's and/or significant others expressed goals (Planning Team may priorize)

Long Term (1 year or more) _____

Short Term (3-6 months) (all short term goals must relate to the attainment of the long) _____

All long-term and short-term goals should consider and reflect the information provided in #'s 2-5

note: Code those goals relevant to Sturgeon Creek Enterprises with *

7) Describe specific limitations, barriers which may impede goal attainment:

Participant name - _____ Contract period dates _____

to _____

Sturgeon Creek Enterprises Inc.

INDIVIDUALIZED PROGRAM - TRAINING & WORK EXPERIENCE OPPORTUNITIES

Opportunity/Activity	Skills to be focused on in each activity	Support Requirements	Program Resource Requirements

Participant name - _____.

Contract period dates _____
to _____.

Sturgeon Creek Enterprises Inc.

INDIVIDUALIZED PROGRAM - TRAINING & WORK EXPERIENCE OPPORTUNITIES

Opportunity	Support Requirements	Program Resource Requirements

Participant name - _____. Contract period dates _____

to _____

Sturgeon Creek Enterprises Inc.

INDIVIDUALIZED PROGRAM - TRAINING & WORK EXPERIENCE WEEKLY SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
morning					
afternoon					

INDIVIDUALIZED PROGRAM - RESOURCE REQUIREMENTS

Name of Participant - _____.

Contract period _____ to _____.

1. ADMINISTRATIVE EXPENSES (fixed cost) ..... _____

2. SUPPORT STAFF REQUIREMENTS hours/week

a) Specialized professional (specify) ..... _____
b) Facilitator (one to one) ..... _____
c) Facilitator (two or more participants) ..... _____
d) Volunteer, practicum or grant staff ..... _____
e) Host (work experience) support - volunteer .... _____
- subsidized ... _____
f) Independent (with maintenance support) ..... _____

3. TRAINING - WORK EXPERIENCE PROGRAM REQUIREMENTS

cost

a) Training equipment/supplies - purchase ..... _____
- rental ..... _____

b) Activity expenses - participant ..... _____
- support staff ..... _____

c) Special transportation ..... _____

(D-4

ACTUAL COST FUNDING SUBMISSIONS FOR INDIVIDUALIZED PROGRAMS

CONTRACT SPECIFICATIONS

1. Individualized program planning meetings are to be hosted by Sturgeon Creek Enterprises with invitations to be made available for attendance to the program participant, their Community Services Case Coordinator and/or Vocational Counsellor, family members, guardians, friends.

2. The planning meeting shall occur prior to the establishment of the Individualized Program contract period. The contract period shall be six months.

3. The Individualized Program Plan shall include:
   a) statement of participant's goals, interests, abilities and potentials.
   b) agreement regarding specific opportunities to be developed and implemented, with a corresponding weekly schedule to be established.
   c) details regarding support staff and program resource requirements.

4. Support staff and program resource requirement options are to be identified and considered, to determine cost-effective means for providing effective and safe opportunity involvements.

5. Evaluation of resource requirements with a detailed outline of actual costs are to be completed by Sturgeon Creek Enterprises and submitted for funding consideration by Manitoba Department of Community Services.

6. Sturgeon Creek Enterprises shall be accountable to Manitoba Department of Community Services regarding proper allocation of funds received towards established resource requirements.

APPENDIX 4

QUALITY CHECKLIST FOR INDIVIDUAL PROGRAM PLANS

NAME: _____

DATE: _____

	MET	NOT MET	PARTIALLY MET
Organizing Program Planning Meeting			
1. Initial individual plans written within one month of admission			
2. Subsequent individual plans written at 6 month intervals			
3. Goals and objectives are developed at team meeting *			
4. Team members are familiar with each others assessments prior to meeting			
5. Team identifies strengths and interests of participant			
6. Participant participates with team members in the development of the individual program plan			
7. Previous program plans are reviewed			
Level of implementation ___%			
Formulating Goals and Objectives			
1. Plans written positively			
2. Goals involve the use of age appropriate material			
3. Accomplishing goal increases participants independence or improves his/her quality of life in a practical way			
4. Identified goals are relevant to participants life			
5. Participants strengths and interests are reflected in identified goals and objectives			
6. Goals and objectives identified are given priority by team			
7. Objectives written reflect long term goals			
Level of implementation ___%			

* team comprises of participant; family/significant others: Sturgeon Creek Enterprises staff; residential staff (where applicable); Family Services/Vocational Rehabilitation staff

MET	NOT MET	PARTIALLY MET

Implementing Goals and Objectives

1. Instruction takes place in the actual setting where skill will be used when learned
2. Daily activities correspond with written goals and objectives
3. Instructional strategies are changed when problems are encountered in meeting goals and objectives
4. Additional learning occured since last planning meeting that was not formally planned for

Level of implementation ___%

Evaluating Goals and Objectives:

1. Long term goals

   If goals were not met is reason:

   Goals were unattainable; Goals were too vague; Goals no longer a priority expressed by participant; Goals were based on insufficient/inaccurate assessment information; Participant left program; Staffing problems; Inappropriate trainer/participant match

   _____

2. Objectives

   If objectives were not met is reason:

   Objectives are not compatible to long term goals;
   Objectives are not specific;
   Objectives are not measurable;
   Objectives are not achievable

   _____

Level of implementation ____%

APPENDIX 5

INDIVIDUAL

QUESTIONNAIRE # 1

QUALITY OF LIFE

STURGEON CREEK ENTERPRISES INC.
3004 Portage Avenue
Winnipeg, Manitoba
R3K 0X8
Ph. (204) 831-6977

INDIVIDUAL

QUESTIONNAIRE # 1

Quality of Life

Thank you for agreeing to participate in this questionnaire on quality of life of participants at Sturgeon Creek Enterprises Inc.

This questionnaire is designed to tell us something about your quality of life. A "quality of life" measure is one that describes two things:

1. A person's living, working and leisure environments

2. How this person feels about themselves in these places

Each person feels differently about their quality of life. In this questionnaire we would like you to describe where you work and live and how happy you are in these environments.

Please feel free to get your parents/friends to help you but answers must be yours. Your name will be kept confidential or secret. If you have any questions or experience any difficulty in completing this questionnaire please contact:

Margaret Moffat
Sturgeon Creek Enterprises Inc.

Phone Number: 831-6977

Please complete the following:

NAME _____

ADDRESS: _____

_____

TELEPHONE NUMBER: _____

A. EMPLOYMENT

1. Do you now have a job making at least minimum wage?

1. ____ YES

2. ____ NO

If NO, please go to question 9

2. Do you

3. ____ WORK FULL-TIME

4. ____ WORK PART-TIME

3. Can I talk to your boss about your job?

5. ____ YES

6. ____ NO

If you answered "YES" please PRINT the name, address and telephone number of your present employer:

NAME: _____

ADDRESS: _____

_____

PHONE #: _____

4.a How long have you had this job?

7. ____ LESS THAN SIX MONTHS

8. ____ SIX MONTHS TO TWELVE MONTHS

9. ____ MORE THAN TWELVE MONTHS HOW MANY? ____ MONTHS

b. Who helped you get this job?

10 ____ NO ONE

11. ____ STURGEON CREEK ENTERPRISES INC.

12.____ EMPLOYMENT CENTRE

13 ____ SOMEONE ELSE RELATIONSHIP: _____

5. Do you work shifts?

14.____ YES

15____ NO

6.a. Approximately how many hours do you work?

_____ HOURS/WEEK

b. Approximately how many hours of overtime do you work each month?

16____ NONE

17.____ LESS THAN 5

18____ 6 TO 10

19____ MORE THAN 10

c. Do you get paid for the overtime you work?

20.____ YES

21.____ NO

7.a. Please check (✓) if any of the following are taken off your paycheque.

DEDUCTION	DEDUCTED FROM PAY	RESPONSIBLE FOR MYSELF
	Q	R
INCOME TAX	____	____
UNEMPLOYMENT INSURANCE	____	____
CANADA PENSION PLAN	____	____
COMPANY PENSION PLAN	____	____
UNION DUES	____	____
I DO NOT KNOW ____		

b. What is your net pay per month?

$ _____.__

c. Do you think you get enough pay?

22____ YES

23____ NO

d. Do you get paid for sick days?

24____ YES

25____ NO

UTA____ I DO NOT KNOW

e. How many sick days are you entitled to a year?

____ DAYS

UTA____ I DO NOT KNOW

f. Are you paid for holidays?

26.____ YES

27.____ NO

UTA____ I DO NOT KNOW

g. How many holiday days are you entitled to a year?

____ DAYS

____ I DO NOT KNOW

8. What would you do if you lost your job?

____ CONTINUE TO DO JOB WITHOUT PAY

____ NOTHING

____ GET HELP FROM CANADA MANPOWER TO FIND ANOTHER JOB

____ GO TO PLACES AND APPLY FOR OTHER JOBS

____ APPLY FOR UNEMPLOYMENT INSURANCE

____ APPLY FOR SOCIAL ASSISTANCE

____ CONTACT STURGEON CREEK ENTERPRISES INC.

____ OTHER _____

____ I DO NOT KNOW

→ 9. In the past year, how many jobs have you had?

____ ONE

____ TWO TO FOUR

____ FIVE OR MORE

____ I DO NOT KNOW

10.a. Are you ever late getting to work/day program?

____ NO

____ YES If "YES" A ____ DAILY

B ____ ONCE OR TWICE A WEEK

C ____ MORE THAN TWICE A WEEK

D ____ ONCE OR TWICE A MONTH

E ____ ONCE OR TWICE A YEAR

Why are you late? ____ SLEEP IN

____ TRANSPORTATION PROBLEMS

____ PHYSICAL PROBLEMS

____ EMOTIONAL PROBLEMS

____ I DO NOT KNOW

Why are you late? (continued)

45 ____ PROBLEMS WITH MEMORY OR DISORIENTATION

46 ____ DO NOT LIKE TO GO TO WORK/DAY PROGRAM

47 ____ OTHER _____

b. Approximately how many days a month do you miss work/day program?

48 ____ NONE

49 ____ HARDLY EVER (1 or 2 DAYS/MONTH)

50 ____ OCCASIONALLY (4 or 5 DAYS/MONTH)

51 ____ FREQUENTLY (7 DAYS/MONTH)

52 ____ A LOT OF DAYS (MORE THAN 7 DAYS/MONTH)

c. Why do you miss work/day program?

53 ____ PHYSICAL ILLNESS

54 ____ EMOTIONAL PROBLEMS

55 ____ PROBLEMS WITH MEMORY OR DISORIENTATION

56 ____ I DO NOT LIKE IT

57 ____ SUSPENDED

58 ____ IF I AM GOING TO BE LATE, I WILL STAY HOME

59 ____ I DO NOT KNOW

60 ____ FAMILY OR PERSONAL CRISIS

61 ____ OTHER _____

11. Do you usually enjoy going to work/day program?

62 ____ YES

63 ____ NO

Please indicate why: _____

_____

_____

_____

_____

_____

12.a. How friendly are the people you work with?

64_____ SOME ARE FRIENDLY

65_____ THEY ARE VERY FRIENDLY

66_____ THEY ARE O.K.

67_____ THEY ARE NOT VERY FRIENDLY

b. Please give me the name of one person at work who is your friend.

_____

c. Do you think the people you work with like you?

68_____ NO

69_____ YES

Why? _____

_____

d. Do you think the people you work with think you are a good worker?

70_____ YES

71_____ NO

Why? _____

_____

e. Do people at work treat you the same as everyone else?

72_____ NO

73_____ YES

Please explain: _____

_____

13.a. What do you like about your job?

74_____ THE HOURS I WORK

75_____ THE MONEY I MAKE

76_____ WORK

77_____ HOW IT MAKES ME FEEL ABOUT MYSELF

78_____ IT IS CLOSE TO WHERE I LIVE

79_____ SOCIAL ACTIVITIES

80_____ THE PEOPLE I WORK WITH

14.a.81 ____ OTHER Please explain: _____

_____

_____

b. What do you not like about your job?

82 ____ THE HOURS I WORK

83 ____ THE MONEY I MAKE

84 ____ THE TYPE OF WORK

85 ____ HOW IT MAKES ME FEEL ABOUT MYSELF

86 ____ IT IS NOT CLOSE TO WHERE I LIVE

87 ____ SOCIAL ACTIVITIES

88 ____ THE PEOPLE I WORK WITH

89 ____ OTHER Please explain: _____

_____

_____

15. Have you been asked to try or learn anything new at work?

90 ____ NO

91 ____ YES

16. Could you change your job if you wanted to?

92 ____ NO

93 ____ YES

17. Are you allowed to make suggestions for changes at work?

94 ____ NO

95 ____ YES

18. Do people need you at work?

96 ____ NO

97 ____ YES

Please explain: _____

_____

19. Do you feel safe at work:

98____ YES

99____ NO

Please explain: _____

_____

_____

_____

20 How do you get to and from work/day program?

100____ CITY BUS (Number of transfers ___ i.e. 2 buses = 1 transfer)

101____ BUS FOR THE HANDICAPPED

102____ FAMILY CAR

103____ MY BIKE

104____ TAXI

105____ STURGEON CREEK ENTERPRISES TRANSPORTATION

106____ OTHER _____

107____ A FRIEND'S CAR

108____ WALK

109____ MY CAR

110____ I DO NOT KNOW

21. How long does it take you to get to work/day program?

____

Other Information:

B. INTERPERSONAL

1.a. Do you have friends?

1 ___ NO WHY? _____

_____

If "NO", go to question 2, p. 12.

2 ___ YES

b. Where did you make these friendships?

3___ SCHOOL

4___ AGENCY

5___ WORK

6___ CHURCH

7___ THE BAR

8___ NEIGHBOURHOOD

9___ OTHER _____

10___ IN MY PRESENT RESIDENCE

c. How often do you go out with your friends?

11 ___ EVERY NIGHT

12 ___ ONCE OR TWICE A WEEK (e.g. WEEKENDS)

13 ___ NOT VERY OFTEN

14 ___ JUST WHEN MY FRIENDS ASK ME

2.a. How often do you use the telephone?

15 ___ EVERY NIGHT

16 ___ TWO OR THREE TIMES A WEEK

17 ___ ONCE A MONTH

18 ___ I DON'T PHONE, Go to question 3, p. 12.

b. Who do you usually telephone?

19 ___ MY FAMILY

20 ___ MY FRIENDS

21 ___ MY SUPERVISOR AT STURGEON CREEK ENTERPRISES INC.

22___ OTHER Please explain: _____

_____

2.c. When do you telephone them?

23.____ WHEN I JUST WANT TO TALK

24.____ TO PLAN AN ACTIVITY TOGETHER

25.____ WHEN I'M FEELING UNHAPPY OR SAD

26.____ TO GET SOME HELP OR ADVICE

27.____ OTHER Please explain: _____

_____

_____

→ 3.a. If you were afraid or need some help, who would you talk to?

_____ Relationship _____

b. Do you think there is anyone who would need you to help them when they are afraid or want someone to talk to?

28.____ NO

29.____ YES If "YES", who _____

Relationship _____

What sort of help could you give them _____

_____

_____

4. Who telephones you?

30.____ NO ONE

31.____ MY FAMILY

32.____ MY FRIENDS

33.____ MY SUPERVISOR AT STURGEON CREEK ENTERPRISES INC.

34.____ OTHER Please explain: _____

_____

_____

5.a. Do you have one person you date all the time?

35____ NO

36____ YES If "YES", is there a place where you and your girl(boy) friend can be alone?

37____ NO

38____ YES Where? _____

b. Do you think you might get married to someone someday?

39____ NO

40____ YES

6. How often do you see your family/sponsor/guardian?

41____ I LIVE WITH THEM

42____ ONCE OR TWICE A WEEK

43____ NOT VERY OFTEN

44____ FAMILY/SPONSOR/GUARDIAN CALL ME WHEN THEY WANT TO SEE ME

45____ I DO NOT HAVE ANY FAMILY/SPONSOR/GUARDIAN

7. Do you think you have ever been taken advantage of in any of the following areas:

46____ LENDING MONEY

47____ BUYING THINGS FOR OTHERS

48____ BEING PERSUADED TO BUY THINGS I DO NOT NEED

49____ LENDING PERSONAL BELONGINGS

50____ HIGHER THAN NORMAL RENT/ROOM AND BOARD PAYMENTS

51____ DOING FAVORS FOR OTHERS

52____ SEXUAL ABUSE

53____ PHYSICAL ABUSE

54____ I NEVER ALLOW MYSELF TO BE TAKEN ADVANTAGE OF

55____ I DO NOT KNOW

55____ OTHER _____

_____

_____

c. MARRIAGE

1. Are you:

1 _____ SINGLE

2 _____ MARRIED

3 _____ DIVORCED, FOR THE FIRST TIME

4 _____ SEPARATED

5 _____ REMARRIED

2.a. Do you have any children?

6 _____ NO If "NO", go to question 3, p. 15. ⟶

7 _____ YES HOW MANY _____

b. Do you like having these children?

8 _____ YES

9 _____ NO

c. Do you need any help with these children?

10 _____ NO

11 _____ YES If "YES", what kind of help do you need: _____

_____

_____

d. Are you presently receiving any assistance for these children?

12 _____ NO

13 _____ YES If "YES", please list the assistance you are receiving and from whom:

Assistance	Provided by

→ 3.a. Do you live with your husband or wife?

14____ YES

15____ NO

16____ I AM NOT MARRIED Go to Section D. Self Image

b. How long have you been married?

17 ____ 6 MONTHS OR LESS

18 ____ ONE YEAR

19____ TWO YEARS

20____ THREE YEARS

21____ MORE THAN THREE YEARS

c. Does your husband or wife work?

22____ YES

23____ NO

d. Are you happy with marriage?

24____ YES

25____ NO

Please explain: _____

_____

Other Information:

D. SELF IMAGE

1. Think back to before you were at Sturgeon Creek Enterprises. Are you now worse, the same, or better in:

	WORSE	THE SAME	BETTER	I NEVER DO THIS
READING				
WRITING				
MAKING CHANGE IN MONEY				
BUYING CLOTHES				

	WORSE	THE SAME	BETTER	I NEVER DO THIS
BUYING GROCERIES	W	S	B	N
PLAYING SPORTS	W	S	B	N
COOKING	W	S	B	N
LAUNDRY	W	S	B	N
KEEPING MYSELF CLEAN	W	S	B	N
MAKING FRIENDS	W	S	B	N
GETTING ALONG WITH OTHERS	W	S	B	N
LOOKING AFTER YOUR OWN MEDICATION	W	S	B	N
FINDING YOUR WAY AROUND THE COMMUNITY	W	S	B	N
USING THE BUS	W	S	B	N
KNOWING WHAT TO DO WITH SPARE-TIME	W	S	B	N
MAKING DECISIONS	W	S	B	N
BEING HAPPY	W	S	B	N
WORK SKILLS	W	S	B	N

2. Do others treat you like an adult or grown-up?

1 ____ YES (everyone does, always)

2 ____ SOMETIMES (some people never do or sometimes all people don't)

3 ____ NO (no one ever does)

3. How are you doing at your job?

4 ____ REALLY WELL ALL THE TIME

5 ____ SOMETIMES I DO REALLY WELL

6 ____ I DO O.K. MOST OF THE TIME

7 ____ I AM DOING POORLY ALL THE TIME

4. Do you have any planned activities or things to do in the future?

8 _____ NO

9 _____ YES Please explain: _____

_____

_____

5. What things do you like to do best:

a) AT WORK? _____

_____

b) DURING SPARE TIME (with friends or alone)? _____

_____

c) IN RESIDENCE? _____

_____

d) AT SCHOOL? _____

_____

6. Do you ever worry about things?

10 _____ NO

11 _____ YES If "YES", what kinds of things do you worry about?

_____

_____

_____

7. What would you change:

a) AT WORK? _____

_____

b) WHERE YOU LIVE? _____

_____

c) IN YOUR SPARE TIME? _____

_____

d) YOUR RELATIONSHIPS WITH OTHER PEOPLE (FAMILY AND FRIENDS)? _____

_____

8. What would you keep the same?

a) AT WORK? _____

_____

b) WHERE YOU LIVE? _____

_____

c) IN YOUR SPARE TIME? _____

_____

d) YOUR RELATIONSHIPS WITH OTHER PEOPLE (FAMILY AND FRIENDS)? _____

_____

9. How busy are you?

12_____ I HAVE NOTHING TO DO MOST OF THE TIME

13_____ I AM AS BUSY AS OTHER PEOPLE

14_____ I AM BUSIER THAN MOST OTHER PEOPLE

15_____ I AM TOO BUSY, I NEED MORE TIME TO REST

10. Do you think you are:

16_____ PRETTY/HANDSOME

17_____ NOT VERY PRETTY/HANDSOME

18_____ JUST RIGHT

11. How do you feel your life will be a year from now?

19_____ BETTER

20_____ THE SAME

21_____ WORSE

Please explain: _____

_____

_____

Other Information:

E. LEISURE TIME ACTIVITIES CHECKLIST

1. Check (✓) how often and with whom you do the following things:

ACTIVITY	HOW OFTEN				WITH WHOM			
	I DO NOT KNOW	OFTEN	SOME-TIMES	NEVER	I DO NOT KNOW	ALONE	WITH RELATIVES	WITH SOME-ONE ELSE
GAMES (CARDS,BINGO)								
LOOKING AT COMIC BOOKS AND MAGAZINES								
READING NOVELS								
CYCLING								
GOING TO PARK, ZOO, MUSEUM								
GOING FOR A WALK								
WATCHING T.V.								
WATCHING LIVE SPORTS								
GOING TO DANCES OR PARTIES, COFFEE HOUSES								
LISTENING TO RECORDS AND RADIO								
CAMPING, HIKING								
PLAYING CATCH OR FRISBEE								
DRINKING ALCOHOL								
GOING FOR POP AND COFFEE								
SEWING, MACRAME, KNITTING, RUG HOOKING, ETC.								
BOWLING								
SKATING AND SKIING								
GOING OUT FOR DINNER								
GOING TO MOVIES								

ACTIVITY	HOW OFTEN				WITH WHOM			
	I DO NOT KNOW	OFTEN	SOME-TIMES	NEVER	I DO NOT KNOW	ALONE	WITH RELATIVES	WITH SOMEONE ELSE
PAINTING & DRAWING								
SWIMMING & JOGGING EXERCISING								
TAKING PICTURES								
WINDOW SHOPPING								
BUILDING MODELS								
CHURCH ACTIVITIES								
HAVING PARTIES								
SHOPPING								
BAKING								
PLAYING A MUSICAL INSTRUMENT								
HAVING FRIENDS FOR DINNER								
GOING TO CONCERTS/ SHOWS, E.G. AUTO SHOWS, ICE CAPADES								
OTHER: _____								
_____								

2. Did you get time off work or from Sturgeon Creek for holidays last year?

1 _____ YES

2 _____ NO If "NO", Why? _____

If you answer "NO", go to question 4 ⟶

3. Where did you go on your holiday?

3 _____ ORGANIZED CAMP

4 _____ I WENT ON A SIGHT-SEEING TRIP NOT VISITING RELATIVES

5 _____ TO VISIT MY RELATIVES (Like Mom, Dad, Uncle, Aunt, Brother, Sister)

6 _____ TO VISIT FRIENDS/GUARDIAN (If different from relative)

7 _____ I STAYED AT HOME WHY? _____

_____

→ 4. Are there things you would like to do in your spare time, when you are not at work: but need some help to do them?

8 ____ NO

9 ____ YES If "YES", please list these activities and the help you would need:

ACTIVITY	HELP (Cost, transportation, training)

Other Information:

F. FINANCIAL MANAGEMENT

1. Do you need help in managing your money?

1 ____ NO If "NO", go to question 2.

2 ____ YES If "YES", I have: A ____ A LEGAL TRUSTEE, APPOINTED BY THE COURTS

B ____ INFORMAL GUIDANCE FROM FAMILY OR FRIENDS

C ____ ASSISTANCE FROM STAFF AT STURGEON CREEK ENTERPRISES INC.

D ____ NO ASSISTANCE AT THE PRESENT TIME

2.a. Please check (✓) the sources you receive money from.

SOURCE

S __ SOCIAL ASSISTANCE

H __ HONORARIUM STURGEON CREEK ENTERPRISES

P __ PAY CHEQUE

W __ WELFARE CHEQUE

M __ MONEY FROM FRIENDS & FAMILY

O __ OTHER

UNK __ I DO NOT KNOW

2.b. Do you receive free company or provincial benefits?

3 ____ NO

4 ____ YES If "YES" A ____ EMPLOYER DENTAL COVERAGE

B ____ EMPLOYER MEDICAL COVERAGE

C ____ SOCIAL SERVICES DENTAL COVERAGE

D ____ SOCIAL SERVICES MEDICAL COVERAGE

3. Did you return an income tax form this year?

5 ____ YES

6 ____ NO

03 ____ I DO NOT KNOW

If "NO" or "I DO NOT KNOW", go to question 7

4. Did someone help you?

7 ____ NO

8 ____ YES

5. Are you getting any money from the government after filing your income tax?

9 ____ YES

10 ____ NO

6. Did you have to pay any income tax?

11 ____ YES

12 ____ NO

→ 7.a. Do you use banking services in the community?

13 ____ NO

14 ____ YES If "YES", A ____ SAVINGS ACCOUNT

B ____ JOINT SAVINGS ACCOUNT

C ____ CHEQUING ACCOUNT

D ____ JOINT CHEQUING ACCOUNT

E ____ BONDS, R.R.S.P.

b. If money saved, are you saving this money for a special purpose?

_____

_____

_____

_____

8.a. Have you ever had to pay a bill?

15 ____ NO If "NO", go to question 9

16 ____ YES

b. Have you ever needed assistance in paying your bills, e.g. telephone, utilities, charge card?

17 ____ NO

18 ____ YES If "YES": A____ I DID NOT REALIZE I OWED MONEY

B____ I COULD NOT BUDGET MY MONEY

C____ I CANNOT READ BILL STATEMENTS

D____ I NEEDED TO NEGOTIATE ON BILLING BECAUSE SERVICE WAS INADEQUATE

→ 9. Who usually helps you shop for clothes?

19____ I SHOP FOR CLOTHES

20____ MOTHER/FATHER/BROTHER/SISTER

21____ SOME OTHER PERSON RELATIONSHIP: _____

22____ I DO NOT SHOP FOR CLOTHES

23____ RESIDENTIAL SUPERVISOR

24____ ANY CLOTHES ARE USUALLY PRESENTS FROM OTHERS

10. Who usually helps you with your grocery shopping?

25____ I SHOP FOR MYSELF

26____ I DO NOT BUY GROCERIES

27____ MOTHER/FATHER/BROTHER/SISTER

28____ SOME OTHER PERSON RELATIONSHIP: _____

29____ RESIDENTIAL SUPERVISOR

Other Information:

a. GENERAL

1. Would you please check ( ) the types of assistance you need now:

1 ____ EMOTIONAL SUPPORT

2 ____ ASSERTIVENESS TRAINING

3 ____ READING MAIL

4 ____ PREPARING MEALS

5 ____ HOUSEKEEPING

6 ____ LEISURE SKILL DEVELOPMENT

7 ____ LEISURE TIME ORGANIZATION

8 ____ BUDGETING

9 ____ FINDING A JOB

10 ____ KEEPING MY JOB/AGENCY PLACEMENT

11 ____ FINDING A PLACE TO LIVE

12 ____ GUARDIANSHIP

13 ____ TRUSTEESHIP

14 ____ SPIRITUAL

15 ____ SHOPPING

16 ____ FILLING OUT FORMS, E.G. INCOME TAX

17 ____ OTHER _____

2. Overall, how would you rate your life in comparison to:

a) Other people attending Sturgeon Creek Enterprises Inc.?

18 ___ BETTER

19 ___ THE SAME

20 ___ WORSE

Please explain: _____

_____

3. How do you feel your life is in comparison to one year ago (or your last birthday)?

21____ BETTER

22____ THE SAME

23____ WORSE

Please explain: _____

_____

4. How do you feel your life will be a year from now (or when you have your next birthday)?

24____ BETTER

25____ THE SAME

26____ WORSE

Please explain: _____

_____

5. What specific changes would you like to see in your skills or behaviour in the next twelve months (or before you have your next birthday)?

_____

_____

_____

6. What changes would you like to see in your training program/work environment in the next twelve months (or before you have your next birthday)?

_____

_____

_____

_____

7.a. Is it hard for you to get a job?

27____ YES

28____ NO

Please explain: _____

_____

b. Food and clothing have been getting more expensive. Has this affected you?

29____YES

30____ NO

Please explain: _____

_____

8.a. Did anyone help you fill out this form?

31____ YES

32____ NO

b. If you answered YES in the above question, who helped you?

33____ PARENT

34____ BROTHER OR SISTER

35____ GUARDIAN

36____ FRIEND

NAME OF PERSON WHO HELPED YOU:

_____

ADDRESS: _____

PHONE #: _____

c. What type of help did they give you:

37____ READ THE QUESTIONS

38____ TOLD ME WHAT THE QUESTIONS MEANT

39____ TOLD ME SOME OF THE ANSWERS

40____ MARKED THE RIGHT ANSWERS FOR ME

d. How much help did they give you:

41____ VERY LITTLE HELP

42____ SOME HELP

43____ A LOT OF HELP

THANK YOU FOR COMPLETING THE QUESTIONNAIRE. PLEASE PLACE IT IN THE ENVELOPE PROVIDED AND MAIL IT TO:

Margaret Moffat
Sturgeon Creek Enterprises Inc.
3004 Portage Ave.
Winnipeg. R3K 0XB

Taken from: Performance and Quality of Life of Adults with Developmental Handicaps - "Rehabilitation Program Study" by Roy I. Brown, Ph.D., Max B, Bayer, Ph.D., Christine MacFarlane M.Sc. Calgary

Adapted for agency December 1989

APPENDIX 6

VOCATION ASSESSMENT

Participant Name: _____

Staff representative: _____

Facilitator preparing assessment: _____

Date: _____

1. PERSONAL SKILLS

a) COMMUNICATION (Individual is able through some means to indicate, verbally or non verbally (e.g. signs, gestures, writing) all needs and personal information e.g. name and address)

- What form of communication does individual use e.g. bliss, verbal, written _____
- Does individual communicate in one or two words or in sentences _____
- Is communication understandible _____
- Is communication understood on first transmission or is repetition needed _____
- Can communication skill be improved or is it at maximum level _____

b) COMPREHENSION (Understand what is being communicated)

- Does individual understand one verbal instruction/direction at a time or can understand complex instruction/direction _____
- Does individual understand verbally or by watching others _____
- Does individual respond verbally in 1 - 2 word sentences or complex sentences _____

c) PERSONAL APPEARANCE (Individual is well groomed)

- Adjusts clothing appropriately before leaving restroom _____
- Arrives at work with clean clothers _____
- Washes hands after using restroom _____
- Brushes teeth daily _____
- Keeps hair combed _____
- Bathes and uses deoderant daily _____
- Depends on others for personal appearance _____

2. PERSONAL CONDUCT

d) PUNCTUALITY (Physically present at a site at designated time)
- Arrives on time _____
- Departs at set time _____
- Takes designated time for lunch and coffee breaks _____

- Takes designated time for lunch and coffee breaks _____
- Depends on others for arriving/departing on time _____

e) RELATIONSHIP WITH STAFF FACILITATOR(S) (Interaction between staff and participant both on work and social situations)
- Response to conversation/instruction/direction within 10 seconds given in a neutral or pleasant tone or facial expression _____
_____
- Response to corrective feedback _____
_____
- Response to praise or compliments _____
_____

f) RELATIONSHIP WITH SUPERVISOR AT WORKSITE (Interaction between supervisor and participant)
- Response, verbally or non verbally,to conversation/instruction/ direction, within 10 seconds, given in a neutral or pleasant tone or facial expression _____
- Response to corrective feedback _____
_____
- Response to praise and compliments _____
_____
- Acknowledges presence of supervisor verbally or non-verbally on first encounter _____
- Initiates contact with supervisor when cannot do assigned job or makes a mistake _____

g) RELATIONSHIP WITH CO-WORKER/OTHER PUBLIC (Interaction between co-workers/other public and participant)
- Response, verbally or non verbally, to conversation/instruction/ direction, within 10 seconds, given in a neutral or pleasant tone or facial expression _____
- Response to corrective feedback _____
_____
- Response to praise and compliments _____
_____
- Acknowledges presence of co-worker/other public verbally or non-verbally on first encounter _____
- Initiates contact with co-worker when cannot do assigned job or makes a mistake _____

h) PERSONAL OUTLOOK, DISPOSITION (Usual mood or attitude of participant)

_____

i) MOTIVATION, INITIATIVE (Ability to begin or follow through energetically with a plan or task)

_____

_____

3. PERFORMANCE - ABILITIES AND POTENTIALS

j) INCENTIVE TOWARDS BEING INVOLVED AND ACTIVE (Makes an effort to become involved) _____

_____

k) QUALITY OF WORK (Completes previously learned work meeting requirements as set in performance evaluations or job analysis survey)
- Meets all requirements as set in performance evaluations _____
- Meets all requirements - requires prompts from supervisor 1 - 2 times per week _____
- Meets all requirements - requires daily reminders _____
- Requires reminders more than once daily _____

l) QUANTITY OF WORK CAPABLE OF PERFORMING, EXAMPLES (Completes previously learned work meeting requirements as set in performance evaluations)
- Meets all requirements as set in performance evaluations _____
- Meets all requirements - requires prompts from supervisor 1 - 2 times per week _____
- Meets all requirements - requires daily reminders _____
- Requires reminders more than once daily _____

m) FOLLOWING INSTRUCTIONS (Acquisition of a new skill necessary to complete an unlearned job in response to verbal or non-verbal instruction)
- Learns new job through verbal instruction _____
- Learns new job through watching others _____
- Follows instruction containing 1 - 3 words _____
- Responds to instruction within 10 seconds given in a neutral or pleasant tone or facial expression _____

n) ATTENTION SPAN
- Continues working without interruptions (Interactions if not work related should result in interruption of the participants or co-workers activity) _____
- Works continuously without leaving job _____

o) SUPERVISION REQUIREMENTS (Support staff requirements)
- Full time supervision _____
- Part time supervision (number of hours) _____
- Work placement supervision _____

p) RESPONSIBILITY, DEPENDABILITY

_____

q) ADAPTABILITY (Adjusts to new environment, instruction, conditions or changes)
- Continues to work meeting all requirements under new environment/ conditions within a week _____
- Continues to work given new instruction _____

r) DECISION MAKING, JUDGEMENT (Make conclusions after due consideration)
- Initiates contact with supervisor when faced with uncertainty on job _____
- Initiates contact with co-worker when help needed _____
- Makes choice when presented with more than one response _____

s) CONSCIOUS OF SAFETY, HEALTH CONSIDERATIONS (Response to safety signals and work placement safety and health rules after being given information of appropriate behaviour to engage in following verbal or mechanical safety signals/instruction)
- Engages in specific behaviour within 10 seconds of delivery of safety signal _____
- Crosses street on own on green light _____

t) GENERAL SKILL LEVEL AND PERFORMANCE COMMENTS

_____
_____
_____
_____

OTHER COMMENTS, AREAS FOR IMPROVEMENT, ACCOMPLISHMENTS (Any significant physical or intellectual disabilities or "inappropriate" behaviours should be referenced to the specific instances that they are problematic)

_____
_____
_____
_____

Submitted to Sturgeon Creek Enterprises In. Program Co-ordinator

_____ on _____

_____ _____

signature, program participant signature, facilitator

APPENDIX 7

Quantitative and Qualitative Evaluation

Figure 17

Goal Attainment Scale
Adapted from Research Utilization Laboratory, 1976.
Goal Attainment Scaling Manual.
Don Mills: Council Publications.

Goal
Most Unfavourable Outcome -2
Less Than Expected -1
Expected Level of Success 0
More Than Expected +1
Most Favourable Outcome +2

Goal attainment scaling (GAS) can also be used for qualitative evaluation. This method can be used for any client goal and also for agency or staff goals. For each goal, ask the question, "If there were to be improvement or achievement in this goal area, how would we know?" The answers to this question take the form of expectations stated in observable terms. These expectations are organized into a scale and ordered from most to least favourable. This scale of possible goal-related outcomes is highly individualized and reflects realistic expectations and possibilities for the client and her situation. Numerical scores can be attached to each of the possible outcomes, if there is a need for a quantitative measure (see Figure 17).

Taken from: Individual Program Planning, D. Galambos and P. Wilson Whetstone, Instructional and Human Resource Development, Sheridan College of Applied Arts and Technology, Oakville, 1989

SUPPORTED EMPLOYMENT

"It's Good Business Sense"

In the competitive business world every aspect of your business is vital to your success. Your most important asset is your employees.

That's where Sturgeon Creek Enterprises Inc. can make the difference to your business.

Through our supported employment program, Sturgeon Creek Enterprises Inc. places persons with a disability as trained employees within businesses of every size and type.

It's a step by step process in which support and training are provided by a professional job coach. Sturgeon Creek Enterprises Inc. utilizes a unique system of delivery to ensure a high standard of employee performance. We identify and place qualified candidates, complete original training phases and provide on-going assistance with supervision, performance evaluations and training updates as needed.

Sturgeon Creek Enterprises Inc. is also available for consultation and recommendations for both employer and employee at any time. Sturgeon Creek Enterprises Inc. offers a commitment that continues through-out the persons employment with your business.

Your business will benefit:

- Sturgeon Creek Enterprises Inc. will recruit and train employees for hard-to-fill or repetitive jobs
- your other employees will become more productive when they are freed from tasks that don't require their skill level
- job turn-over is decreased due to a higher level of employee satisfaction and motivation
- productivity and cost effectiveness are increased due to lowered hiring, training and supervisory costs
- compliance with affirmative action goals under the Employment Equity Act
- a work force with outstanding attendance and safety records becomes part of your employee team

Employees with disabilities are dependable, competent and dedicated. Disabilities are no longer obstacles. They can perform a wide variety of jobs successfully and profitably while earning a fair wage.

A Wide Choice of Industries

People with disabilities are presently working in the following industries:

- Hotels motels
- Insurance companies
- Law firms
- Utility firms
- Hospitals and health care institutions
- Restaurants
- Collating
- Manufacturers
- Banks
- Horticulture
- Retail stores
- Recycling firms
- Civil service gov. offices
- Libraries

Supported employment is the personnel solution for you!

For more information on how to include a person with a disability on your team call Sturgeon Creek Enterprises Inc. at (204) 831-6977.

Ready for Work!

Sturgeon Creek Enterprises Inc.

SUPPORTED EMPLOYMENT

Individualized Support

Community-based activities offer individualized training and support to people with challenging needs.

Each individualized program consists of community-based activities which reflect a person's choices, needs and skills. The ultimate goal of this program is to develop each person to his/her maximum potential to participate in the community.

Participants are involved in one or more of the following activities with the full-time support of a trained staff person:

- Supported Employment
- Life Skills: Cooking, Banking, Transportation
- Specific Skills Development
- Therapy – Physical and Communication
- Continuing Education
- Recreation/Leisure

Benefits

Program participants benefit from

- a high degree of support enabling participants full participation in a variety of acitivities
- long-term goals and expectations are recognized through the development and implementation of individual program plans
- the opportunity to participate in the workforce as a valued and contributing member of society
- facilitation of a comprehensive program plan centered around the individual's strengths, needs and choices
- facilitation of assessments and other needed services necessary to make a program plan successful ie: physio therapy, speech therapy, social support networks, etc.
- locating and matching work opportunities to the individual's capabilities and aspirations

Ready for Work!

Sturgeon Creek Enterprises Inc.

SUPPORTED EMPLOYMENT

Home & Business Property Care Services

Sturgeon Creek Enterprises Inc. operates its own small business designed to give individuals an opportunity to develop a number of marketable skills.

Participants are provided with the tools, transportation and support staff they need to provide the following services in the community.

Property Care Services

- snow clearing lawn maintenance
- raking
- cleaning
- repairs
- painting
- gardening

Recycling Projects

- pick-up service for recyclables ie: old newspapers, bottles, cans (and more)

Community Services Projects

- grocery – delivery
- house cleaning
- janitorial services
- house sitting

On the job supervision is provided to ensure that quality control and production schedules are met to contract expectations.

Benefits

Participants in the Home & Business Property Care program have the opportunity to

- develop marketable skills for competitive employment
- contribute to the operations of a small business venture
- perform meaningful and valued work within the community
- expand social networks and improve communication through interaction with members of the community

Consumers (homeowners, seniors, and business) who hire our team benefit from

- affordable, reliable service
- promoting and supporting the participation of disabled adults in the workforce
- a quality services completed to the expectations of the consumer
- thoroughly trained employees with on-the-job supervision

Ready for Work!

Sturgeon Creek Enterprises Inc.

APPENDIX 9

PLACEMENT DATABASE

INFORMATION	FIELD NAME	TYPE	WIDTH
Site Name:	NAME	C	30
Address:	ADDRESS	C	30
City, Prov:	CITYPROV	C	30
LENGTH OF PLACEMENT			
Contracted time (weeks):	CONTRTIME	N	3
Actual time (weeks):	ACTUALTIME	N	3
On going:	ONGOING	L	1
Job title:	JOBTITLE	C	30
Hours of work per week:	HOURSOFWRK	N	2
Type of work:	TYPEOFWORK	N	2
1. Agriculture, Natural Resources			
2. Distribution			
3. Domestic and Building Services			
4. Food Preparation and Services			
5. Office and Business Services			
6. Construction			
7. Health Occupations			
8. Manufacturing, Machine Operations			
9. Work Crew			
10. Miscellaneous Occupations			
Level of integration:	LEVELINTEG	N	1
1. Meets normal distribution			
2. [illegible] normal distribution			
3. No integration			
4. No co-worker contact			
Method of securement:	METHODSECR	N	1
1. Newspaper			
2. Cold call			
3. Phone call			
4. Referred			
5. CEIC			
6. Personal contacts			
7. Advertise by flyer			
Level of payment:	LEVELOFPAY	N	1
1. Voluntary			
2. Below minimum wage			
3. Minimum wage			
4. Above minimum wage			
5. Wage paid to Sturgeon Creek			

INFORMATION	FIELD NAME	TYPE	WIDTH
LEVEL OF STAFF/CO-WORKER SUPPORT (INITIAL)			
One to one:	INITONEONE	C	1
No. of hours			
- Direct:	INITDIRECT	N	2
- Indirect:	INITINDRCT	N	2
Small group ratio:	INITSMLGRP	C	1
No. of hours			
- Direct:	INI2DIRECT	N	2
- Indirect:	INI2INDRCT	N	2
LEVEL OF STAFF/CO-WORKER SUPPORT (CURRENT OR SUBSEQUENT)			
One to one:	CRNTONEONE	C	1
No. of hours			
- Direct:	CRNTDIRECT	N	2
- Indirect:	CRNTINDRCT	N	2
Small group ratio:	CRNTSMLGRP	C	1
No. of hours			
- Direct:	CRN2DIRECT	N	2
- Indirect:	CRN2INDRCT	N	2
Reason for premature placement termination:	TERMREASON	N	1
1. Participant requested change			
2. Participant fired			
3. Participant removed			
4. Tariff not suitable			
5. Participant chose other job			
6. No reason for termination			
7. Other			
Participant Name:	PARTICNAME	C	30
Date (mm/dd/yy):	DATE	D	8

APPENDIX 10

QUESTIONNAIRE

WORK PLACEMENT EMPLOYER/SUPERVISOR

Company: _____
Representative: _____
Date: _____

1. Have you had past experiences employing an individual labelled mentally handicapped? _____
_____

2. What were your initial concerns when you were approached?
_____
_____
_____

3. Were you able to work out any initial concerns with Sturgeon Creek Enterprises Inc. staff? _____
_____

4. Why did you agree to provide a person labelled mentally handicapped with employment? _____
_____
_____

5. How did you inform your staff? _____
_____
_____

6. Did you obtain initial support from all of your staff? _____
some of your staff? _____ none of your staff? _____
Has the support from your staff changed? _____
If so, what do you see as reasons for change? _____
_____
_____

7. What were the major barriers/concerns that had to be overcome in order for the placement to occur? _____
_____
_____

8. Was the support from Sturgeon Creek Enterprises effective? _
_____
and adequate? _____
_____

9.Were aims/objectives of Sturgeon Creek Enterprises explained clearly to you? How (verbally or written?) _____
_____

10. What benefits did your organizations gain through providing work experience to the individual? _____

11. What issues/problems arose through providing work experience to the individual? _____

12. How were these issues/problems handled? (on site - in consultation with Sturgeon Creek Enterprises - length of time involved) _____

13. Has the job been adapted to the individual? _____

14. What should Sturgeon Creek Enterprises do differently in setting up and supporting an individual in a work placement? ___

15. What have you learned from the experience of hiring a person labelled mentally handicapped? _____

16. Was the participant trained to your specification and/or satisfaction?_____

17. Was trainer an effective role model? _____

18. Did trainer involve yourself and other workers in determination of quality aspects with regard to training of participant? _____

Please feel free to make any additional comments that you feel would assist Sturgeon Creek Enterprises Inc. in improving the program.
Comments: _____

APPENDIX 11

QUESTIONNAIRE

WORK PLACEMENT STAFF/CO-WORKERS

Have you previously worked with a person labelled mentally handicapped? _____

_____

Was the individual supported adequately by Sturgeon Creek Enterprises staff? _____

_____

How much support (time) do you provide to the individual? _____

_____

How much support (physical) do you provide to the individual? __

_____

How much support (emotional) do you provide to the individual? _

_____

Do you feel your company/organization has benefitted in providing work experience to the individual? (why?) _____

_____

Were you provided with information on the individual? (e.g. living arrangements/medical/crises in life/limitations? _____

_____

Was there any information you were not provided with that would have been beneficial to your understanding of the individual? __

_____

Do you have any social contact with the individual during non working hours? _____

_____

Further comments: _____

_____

_____

APPENDIX 12

ACCOMPLISHMENTS - the valued outcomes of an organization's efforts measured in quantity, quality, timelines and costs

PAID EMPLOYMENT

Company Sturgeon Creek Enterprises Date _____ Type of review Internal

Date of model implementation: March 1990
Data reviewed from April 1987 to March 1990
Number of staff 16 Level of model implementation
Total 69%

Name	Title
S. Ferguson (1989-90)	Co-ordinator
C. Solmundson (1989)	Co-ordinator
K. Grant (1987-89)	Co-ordinator

Paid Employment opportunities	40%
Work requirements	34%
Integration	100%
Service co-ordination	91%
Management	82%

ACCOMPLISHMENT 1. Paid Employment opportunities
Level of implementation 40 %

Responsibilities	Duties	+/-	Tactics
A. Jobs arranged and agreements signed Measure: Number of jobs filled during review period: 52 Number of employers contacted Not known Number of new signed agreements +2 Number of qualified employers Not known	1. Prospective Employers identified	-	1. Complete market analysis Formally Informally
			2. Complete marketing plan
		-	Formally
		½	+ Informally
		+	3. Develop marketing materials and plan approach for phone and personal contacts with potential employers
		-	4. Establish and maintain employer files, documentation system for marketing contacts information system for marketing outcomes, and system for managing recontact dates
		-	5. Implement marketing plan
			6. Develop networking strategy for identifying potential employers (e.g. establish job development committee join local business assoc.
		-	Formally
		½	+ Informally

Responsibilities	Duties	+/-	Tactics
		-	7. Evaluate and adjust marketing strategies as needed COMMENTS:
	2. Prospective employers reviewed and qualified	+	1. Establish format and decision rules for qualifying prospective employers
			2. Select qualified employers and notify unqualified prospects
		+	3. Maintain contact with qualified prospective employers and document contacts and status COMMENTS:

ACCOMPLISHMENT 2. Work requirements met
Level of implementation 34 %

Responsibilities	Duties	+/-	Tactics
A. Work organized for performance	1. Job analysis for individual performance completed	+	1. Develop job analysis content format and procedures
MEASURES: No./% of jobs with completed task analysis ___/job description 74/		+	2. Implement job anaysis procedures
		-	3. Maintain job analysis documentation and update job analysis as needed
			COMMENTS:
No./% of jobs with maintenance plans ___	2. Task design and anlysis completed	-	1. Complete task design for each job duty
			2. Develop needed performance alternatives
			3. Complete individual or general case task analysis
		-	4. Revise task designs and task analyses as indicated
			COMMENTS: Partially
	3. Develop strategies for maintaining performance	+	1. Assess maintenance needs
		-	2. Develop plan for maintaining performance
		+	3. Establish maintenance evaluation/information system e.g. I.P.P.'s
B. Work performed	1. Participants trained to perform jobs	+	1. Train participant to perform each job to specifications
MEASURES: No./% of participants in training: 22		.	2. Maintain performance data during training and fading
No./% of participants graduated 9		-	3. Analyze data and adjust job analysis, training and fading procedures
	2. Job performance maintained	-	1. Implement plan for maintaining performance
		.	2. Train participants in self management strategies
		.	3. Design and implement work rate programs as needed
		½	4. Maintain performance data
		-	5. Analyze performance data providing retraining etc.
		+	6. Meet placement supervisor at regular intervals

Many of above done informally or partially completed

ACCOMPLISHMENT 3. - Integration
Level of Implementation 100 %

Responsibilities	Duties	+/-	Tactics
A. Integration opportunities available and identified MEASURES: No./% of jobs meeting normal distribution 80/ No./% of community integrated activities involved from work 5/	1. Social and physical integration opportunities identified	+	1. Identify integration opportunities in and around the workplace
		+	2. Identify normal company routines and social integration demands on the job site
		+	3. Arrange access to integration activities
	2. Maintain employee integration	+	1. Provide support to improve integration activities
		+	2. Foster activities with co-workers outside of work
		+	3. Maintain contact with co-workers
		+	4. Identify resources needed to promote integration (money, transportation) COMMENTS:

ACCOMPLISHMENTS 4. - Service Co-ordination (On going support)
Level of Implementation 91 %

Responsibilities	Duties	+/-	Tactics
On going support needs are met	1. Individualized planning meeting completed	+	1. Identify support needs from IPP
		+	2. Establish resources required to meet support needs
MEASURES:		+	3. Provide support to maintain success at workplace
No./% of employees with support 100/		+	4. Match individuals' abilities needs to available job
Average level of support 30%		+	5. Arrange transportation
No./% of jobs over 6 month tenure 23	2. Vocational accessment of employee	+	1. Complete observational vocational assessment while on job
No./% of support goals met 100/	3. Support service is maintained	+	1. Complete monthly status reports
		+	2. Complete performance evaluations
		+	3. Provide training as needed
	4. Identify strategies to reduce support in workplace	+	1. Identify co-workers who would assist in supporting employee
		-	2. Identify staff support with drawal process
			COMMENTS:

ACCOMPLISHMENTS 5. - Management

827

Responsibilities	Duties	+/-	Tactics
Organizational capacity maintained	1. Policies & Procedures established	+	1. Develop operational policies and procedures
	2. Staff training developed	+	1. Recruit staff
		+	2. Develop staff training packet
		+	3. Provide initial staff training
	3. Staff training maintained	-	1. Identify and meet staff development needs
Organization's capacity to deliver support established	4. Financial stability established	+	1. Establish level of funding required
		+	2. Request funding
Capacity to deliver support maintained over time	5. Meet funders expectations for effectiveness/efficiency and compliance with regulations	+	1. Maintain contact with funders
		+	2. Establish various funding arrangements
		+	3. Prepare yearly budgets
		-	4. Program evaluation with regard to compliance with funding regulations
MEASURES: No. of funding sources 7			COMMENTS:
No./% of repeat funders 5			

Adapted from: Supported Employment - A Community Implementation Guide, Bellamy, Rhodes, Mank, Albin, Paul Brooks Publishing Co., Maryland, 1988

ACCOMPLISHMENTS - the valued outcomes of an organization's efforts measured in quantity, quality, timelines and costs

VOLUNTEER

Company Sturgeon Creek Enterprises Date _____ Type of review Internal

Date of model implementation: March '90
Data reviewed from April 1, 1987 to March 31, 1990
Number of staff 2 Level of model implementation

Name	Title
B. Koch	Co-ordinator (1989-90)
M. Moffat	Co-ordinator (1987-89)

	Total 69%
Volunteer opportunities	40 %
Work requirements	34 %
Integration	100 %
Service co-ordination	91 %
Management	89 %

ACCOMPLISHMENT 1. Volunteer opportunities
Level of implementation 40 %

Responsibilities	Duties	+/-	Tactics
A. Jobs arranged and agreements signed Measure: Number of jobs filled during review period: 39 Number of employers contacted Not known Number of new signed agreements - Number of qualified employers -	1. Prospective Employers identified	-	1. Complete market analysis Formally Informally
			2. Complete marketing plan
		-	Formally
		½ +	Informally
		+	3. Develop marketing materials and plan approach for phone and personal contacts with potential employers
		-	4. Establish and maintain employer files, documentation system for marketing contacts information system for marketing outcomes, and system for managing recontact dates
		-	5. Implement marketing plan
			6. Develop networking strategy for identifying potential employers (e.g. establish job development committee join local business assoc.
		-	Formally
		½ +	Informally

Responsibilities	Duties	+/-	Tactics
		-	7. Evaluate and adjust marketing strategies as needed COMMENTS:
	2. Prospective employers reviewed and qualified	+	1. Establish format and decision rules for qualifying prospective employers
		-	2. Select qualified employers and notify unqualified prospects
		+	3. Maintain contact with qualified prospective employers and document contacts and status COMMENTS:

ACCOMPLISHMENT 2. Work requirements met
Level of implementation 34 %

Responsibilities	Duties	+/-	Tactics
A. Work organized for performance MEASURES: No./% of jobs with completed task analysis -/job description 81	1. Job analysis for individual performance completed	+	1. Develop job analysis content format and procedures
		+	2. Implement job anaysis procedures
		-	3. Maintain job analysis documentation and update job analysis as needed COMMENTS:
No./% of jobs with maintenance plans -	2. Task design and anlysis completed	-	1. Complete task design for each job duty
		-	2. Develop needed performance alternatives
		-	3. Complete individual or general case task analysis
		-	4. Revise task designs and task analyses as indicated COMMENTS:
	3. Develop strategies for maintaining performance	+	1. Assess maintenance needs
		-	2. Develop plan for maintaining performance
		+	3. Establish maintenance evaluation/information system e.g. I.P.P.'s
B. Work performed MEASURES: No./% of participants in training: 3 No./% of participants graduated 3	1. Participants trained to perform jobs	+	1. Train participant to perform each job to specifications
		-	2. Maintain performance data during training and fading
		-	3. Analyze data and adjust job analysis, training and fading procedures
	2. Job performance maintained	-	1. Implement plan for maintaining performance
		-	2. Train participants in self management strategies
		-	3. Design and implement work rate programs as needed
		±	4. Maintain performance data
		-	5. Analyze performance data providing retraining etc.
		+	6. Meet placement supervisor at regular intervals

Many of above requirements are done formally or partially completed

ACCOMPLISHMENT 3. - Integration
Level of Implementation 100 %

Responsibilities	Duties	+/-	Tactics
A. Integration opportunities available and identified MEASURES: No./% of jobs meeting normal distribution 97/ No./% of community integrated activities involved from work 2	1. Social and physical integration opportunities identified	+	1. Identify integration opportunities in and around the workplace
		+	2. Identify normal company routines and social integration demands on the job site
		+	3. Arrange access to integration activities
	2. Maintain employee integration	+	1. Provide support to improve integration activities
		+	2. Foster activities with co-workers outside of work
		+	3. Maintain contact with co-workers
		+	4. Identify resources needed to promote integration (money, transportation) COMMENTS:

ACCOMPLISHMENTS 4. - Service Co-ordination (On going support)
Level of Implementation 91 %

Responsibilities	Duties	+/-	Tactics
On going support needs are met	1. Individualized planning meeting completed	+	1. Identify support needs from IPP
		+	2. Establish resources required to meet support needs
MEASURES:			
No./% of employees with support 100/		+	3. Provide support to maintain success at workplace
		+	4. Match individuals' abilities needs to available job
Average level of support 10 hours/week		+	5. Arrange transportation
No./% of jobs over 6 month tenure 32/	2. Vocational accessment of employee	+	1. Complete observational vocational assessment while on job
No./% of support goals met 100/	3. Support service is maintained	+	1. Complete monthly status reports
		+	2. Complete performance evaluations
		+	3. Provide training as needed
	4. Identify strategies to reduce support in workplace	+	1. Identify co-workers who would assist in supporting employee
		-	2. Identify staff support with draval process
			COMMENTS:

ACCOMPLISHMENTS 5. - Management of S.C.E

827

Responsibilities	Duties	+/-	Tactics
Organizational capacity maintained	1. Policies & Procedures established	+	1. Develop operational policies and procedures
	2. Staff training developed	+	1. Recruit staff
		+	2. Develop staff training packet
		+	3. Provide initial staff training
	3. Staff training maintained	-	1. Identify and meet staff development needs
Organization's capacity to deliver support established	4. Financial stability established	+	1. Establish level of funding required
		+	2. Request funding
Capacity to deliver support maintained over time	5. Meet funders expectations for effectiveness/efficiency and compliance with regulations	+	1. Maintain contact with funders
		+	2. Establish various funding arrangements
		+	3. Prepare yearly budgets
		-	4. Program evaluation with regard to compliance with funding regulations

MEASURES:

No. of funding sources 7

No./% of repeat funders 5

COMMENTS:

Adapted from: Supported Employment - A Community Implementation Guide, Bellamy, Rhodes, Mank, Albin, Paul Brooks Publishing Co., Maryland, 1988

ACCOMPLISHMENTS - the valued outcomes of an organization's efforts measured in quantity, quality, timelines and costs

WORK CREW

Company Home • Business Property Care Date March 1990 Type of review ~~External~~

Date of model implementation: _____
Data reviewed from April 1, 1987 to March 31, 1990
Number of staff One Level of model implementation
Total 41%

Name	Title
B. Stoneham	Empl. Facilitator (1989-90)
M. Garand	Co-ordinator (1987-89)

Work Crew opportunities	10 %
Work requirements	13 %
Integration	57 %
Service co-ordination	45 %
Management of S.C.E.	82 %

ACCOMPLISHMENT 1. Work Crew opportunities
Level of implementation 10 %

Responsibilities	Duties	+/-	Tactics
A. Jobs arranged and agreements signed Measure: Number of jobs filled during review period: Not known Number of employers contacted Not known Number of new signed agreements - Number of qualified employers -	1. Prospective Employers identified	-	1. Complete market analysis Formally Informally
		½	2. Complete marketing plan - Formally + Informally
		-	3. Develop marketing materials and plan approach for phone and personal contacts with potential employers
		-	4. Establish and maintain employer files, documentation system for marketing contacts information system for marketing outcomes, and system for managing recontact dates
		-	5. Implement marketing plan
		½	6. Develop networking strategy for identifying potential employers (e.g. establish job development committee join local business assoc. - Formally + Informally

Responsibilities	Duties	+/-	Tactics
		-	7. Evaluate and adjust marketing strategies as needed COMMENTS:
	2. Prospective employers reviewed and qualified	-	1. Establish format and decision rules for qualifying prospective employers
		-	2. Select qualified employers and notify unqualified prospects
		-	3. Maintain contact with qualified prospective employers and document contacts and status COMMENTS:

ACCOMPLISHMENT 2. Work requirements met
Level of implementation 13 %

Responsibilities	Duties	+/-	Tactics
A. Work organized for performance MEASURES: No./% of jobs with completed task analysis -/job description -	1. Job analysis for individual performance completed	- - -	1. Develop job analysis content format and procedures 2. Implement job anaysis procedures 3. Maintain job analysis documentation and update job analysis as needed COMMENTS:
No./% of jobs with maintenance plans -	2. Task design and anlysis completed	- - - -	1. Complete task design for each job duty 2. Develop needed performance alternatives 3. Complete individual or general case task analysis 4. Revise task designs and task analyses as indicated COMMENTS: Partially completed
	3. Develop strategies for maintaining performance	- - +	1. Assess maintenance needs 2. Develop plan for maintaining performance 3. Establish maintenance evaluation/information system e.g. I.P.P.'s
B. Work performed MEASURES: No./% of participants in training: 5 No./% of participants graduated -	1. Participants trained to perform jobs	½ - -	1. Train participant to perform each job to specifications 2. Maintain performance data during training and fading 3. Analyze data and adjust job analysis, training and fading procedures
	2. Job performance maintained	- - - - - +	1. Implement plan for maintaining performance 2. Train participants in self management strategies 3. Design and implement work rate programs as needed 4. Maintain performance data 5. Analyze performance data providing retraining etc. 6. Meet placement supervisor at regular intervals

Some of above have been started and performed informally

ACCOMPLISHMENT 3. - Integration
Level of Implementation 57 %

Responsibilities	Duties	+/-	Tactics
A. Integration opportunities available and identified **MEASURES:** No./% of jobs meeting normal distribution Not known No./% of community integrated activities involved from work Not known	1. Social and physical integration opportunities identified	½	1. Identify integration opportunities in and around the workplace
		-	2. Identify normal company routines and social integration demands on the job site
		½	3. Arrange access to integration activities
	2. Maintain employee integration	+	1. Provide support to improve integration activities
		+	2. Foster activities with co-workers outside of work
		-	3. Maintain contact with co-workers
		+	4. Identify resources needed to promote integration (money, transportation)
			COMMENTS:

ACCOMPLISHMENTS 4. - Service Co-ordination (On going support)
Level of Implementation 45 %

Responsibilities	Duties	+/-	Tactics
On going support needs are met	1. Individualized planning meeting completed	+	1. Identify support needs from IPP
		+	2. Establish resources required to meet support needs
MEASURES:		-	3. Provide support to maintain success at workplace
No./% of employees with support ___		+	4. Match individuals' abilities needs to available job
Average level of support ___		+	5. Arrange transportation
No./% of jobs over 6 month tenure ___	2. Vocational accessment of employee	+	1. Complete observational vocational assessment while on job
No./% of support goals met ___	3. Support service is maintained	-	1. Complete monthly status reports
		-	2. Complete performance evaluations
		-	3. Provide training as needed
	4. Identify strategies to reduce support in workplace	-	1. Identify co-workers who would assist in supporting employee
		-	2. Identify staff support with drawal process
			COMMENTS:

ACCOMPLISHMENTS 5. - Management 82/

Responsibilities	Duties	+/-	Tactics
Organizational capacity maintained	1. Policies & Procedures established	+	1. Develop operational policies and procedures
	2. Staff training developed	+	1. Recruit staff
		+	2. Develop staff training packet
		+	3. Provide initial staff training
	3. Staff training maintained	-	1. Identify and meet staff development needs
Organization's capacity to deliver support established	4. Financial stability established	+	1. Establish level of funding required
		+	2. Request funding
Capacity to deliver support maintained over time	5. Meet funders expectations for effectiveness/efficiency and compliance with regulations	+	1. Maintain contact with funders
		+	2. Establish various funding arrangements
MEASURES:		+	3. Prepare yearly budgets
No. of funding sources 7		-	4. Program evaluation with regard to compliance with funding regulations
No./% of repeat funders 5			COMMENTS:

Adapted from: **Supported Employment - A Community Implementation Guide, Bellamy, Rhodes, Mank, Albin, Paul Brooks Publishing Co., Maryland, 1988**

APPENDIX 13

QUESTIONNAIRE

STURGEON CREEK ENTERPRISES STAFF

Name of placement site _____

Sturgeon Creek Enterprises Inc. staff _____

Position _____

Date _____

1. How many hours of staff time is provided to each participant on the job site? - Direct _____ (Average)
Indirect _____ (Average)

2. Were staff at placement enthusiastic about working with Sturgeon Creek Enterprises? _____

3. Are they more enthusiastic or less enthusiastic now? _____
_____

4. Is participant involved in social activities of organization/company? _____
_____

5. What do you see as reason for the success/lack of success of this placement? _____
_____
_____
_____
_____

Further comments: _____
_____
_____
_____
_____

APPENDIX 14

ACTIVITY ANALYSIS

Code
+ positive
- negative
o undriven

NAME:

Date

activities	Activity characteristics													Consumer characteristics								Comments
	Chronological age appropriate	Interactions with nonhandicapped peers	Individual	Small group	Large group	Observing	Participating	Accessibility						Consumer preference	Family preference	Reflects culture	Skills needed in other environments	Activities that can be taught	Activities that can be assessed	Time requirements		
								Cost	Transportation	Specialized staff needs	Safety	Adaptability								Duration	Frequency	
1																						
2																						
3																						
4																						
5																						

APPENDIX 15

PROFILE OF DAILY ACTIVITIES

Participant Name - _____ Date _____

Individual's Goals as stated at planning meeting held on: _____

_____ _____

_____ _____

_____ _____

Support Staff Name _____ a.m._____ p.m. _____

WHAT ACTIVITIES WERE UNDERTAKEN? WHERE DID THESE ACTIVITIES OCCUR?

WHAT SKILLS WERE FOCUSED ON IN THE ACTIVITY? (Please put ✓ if first opportunity to engage in activity)

_____

_____

_____

_____

_____

WAS THE PARTICIPANT INVOLVED IN CHOOSING THE ACTIVITY?

HOW WAS CHOICE FACILITATED?

_____

_____

_____

HOW DO THESE INVOLVEMENTS RELATE TO THE PARTICIPANT'S EXPRESSED GOALS?

_____

_____

_____

WHAT OTHER PEOPLE (in a non-paid capacity) PARTICIPATED IN ACTIVITIES?

_____

WHAT TYPE OF ASSISTANCE WAS REQUIRED BY THE PARTICIPANT TO ENABLE HIM?HER TO ENGAGE IN ACTIVITY?

_____

WHAT SATISFACTION, FRUSTRATION, OR DISPLEASURE DID THE PARTICIPANT EXPRESS AS A RESULT OF THEIR INVOLVEMENT?

HOW DID THESE ACTIVITIES BENEFIT THE PARTICIPANT?

APPENDIX 16

PROFILE OF DAILY ACTIVITIES

Participant Name - _____ Date Wednesday

Individual's Goals as stated at planning meeting held on: _____

Social Skills
Communication Skills
Work Skills
Physical Fitness

Support Staff Name _____ a.m. 9:00 p.m. 4:00

WHAT ACTIVITIES WERE UNDERTAKEN? WHERE DID THESE ACTIVITIES OCCUR?

WHAT SKILLS WERE FOCUSED ON IN THE ACTIVITY? (Please put ✓ if first opportunity to engage in activity)

Bus from Home to Eaton Place - Social Skills
Paid for coffee - Social Skills - Communication Skills
Went to Gym, jogging, situps, push-ups - Physical Fitness
Bus to Manitoba Hydro - Social Skills
Mailing job at Manitoba Hydro - Work Skills - Social Skills
Communication Skills

WAS THE PARTICIPANT INVOLVED IN CHOOSING THE ACTIVITY?

HOW WAS CHOICE FACILITATED?

Went over Activities for the day and smiled in response.

HOW DO THESE INVOLVEMENTS RELATE TO THE PARTICIPANT'S EXPRESSED GOALS?

Social Skills
Communication Skills
Work Skills
Physical Fitness

WHAT OTHER PEOPLE (in a non-paid capacity) PARTICIPATED IN ACTIVITIES?

Co-worker at Manitoba Hydro, Cashier at Eaton Pl.

WHAT TYPE OF ASSISTANCE WAS REQUIRED BY THE PARTICIPANT TO ENABLE HIM?HER TO ENGAGE IN ACTIVITY?

Verbal prompts

WHAT SATISFACTION, FRUSTRATION, OR DISPLEASURE DID THE PARTICIPANT EXPRESS AS A RESULT OF THEIR INVOLVEMENT?

HOW DID THESE ACTIVITIES BENEFIT THE PARTICIPANT?

PROFILE OF DAILY ACTIVITIES

Participant Name - _____ Date Monday

Individual's Goals as stated at planning meeting held on: _____

Bus Skills — Social Skills
Money Skills — Work Skills
Physical Fitness/Coordination — Dressing/hygine

Support Staff Name _____ a.m. 8:30 p.m. 3:30

WHAT ACTIVITIES WERE UNDERTAKEN? WHERE DID THESE ACTIVITIES OCCUR?

WHAT SKILLS WERE FOCUSED ON IN THE ACTIVITY? (Please put ✓ if first opportunity to engage in activity)

Bus from home to UofW - bus Skills - Social Skills
Paid for tea at UofW - Money Skills, Social Skills
Played ball with staff - Social Skill - Physical Fitness/Coordinat
Put equipment away - Coordination
Swimming - physical Fitness/Coordination - dressing/hygine, Social Skills

WAS THE PARTICIPANT INVOLVED IN CHOOSING THE ACTIVITY?

HOW WAS CHOICE FACILITATED?

Went over plans for the day and agreed with the activities by smiling and signing yes.

HOW DO THESE INVOLVEMENTS RELATE TO THE PARTICIPANT'S EXPRESSED GOALS?

- Bus skills — Social Skills
- Money Skills — Dressing/hygine
- Physical Fitness/Coordination

WHAT OTHER PEOPLE (in a non-paid capacity) PARTICIPATED IN ACTIVITIES?

Bus Driver, UofW Cashier, Staff at Pool

WHAT TYPE OF ASSISTANCE WAS REQUIRED BY THE PARTICIPANT TO ENABLE HIM?HER TO ENGAGE IN ACTIVITY?

Verbal prompts, direction, encouragement

WHAT SATISFACTION, FRUSTRATION, OR DISPLEASURE DID THE PARTICIPANT EXPRESS AS A RESULT OF THEIR INVOLVEMENT?

HOW DID THESE ACTIVITIES BENEFIT THE PARTICIPANT?

APPENDIX 17

Program Participant Status Report
Sturgeon Creek Enterprises Inc.

Name of participant - _____

submitted on - _____ for the month of - _____

Program component - _____

name of key staff representative - _____

Goals of last individual planning meeting:

_____

_____

_____

What were the major activities undertaken this past month and on what skills were these activities focusing?

_____

_____

_____

_____

Describe the participants abilities on the listed skills at first exposure

_____

_____

_____

Describe the participant's accomplishments on the listed skills and level of satisfaction with the activity used to teach the skills

_____

_____

_____

Describe the participant's challenges and things that can be improved

_____

_____

_____

Upcoming plans for next month

_____

_____

_____

_____

Date of last individualized planning meeting _____

Date of last vocational assessment _____

Is a job description on file if in a work experience? _____

Are performance standards in place? _____

Date of last evaluation _____

Have log book entries been checked by program coordinator? _____

Are the weekly activity schedules for month put in participant file?

_____

APPENDIX 18

Consumer-Specific Intervention Time Recording Sheet

Consumer's name: _____ Staff member's name: _____

Recording period: __ __/__ __
mo. yr.

Date (month/day)							
Intervention Time Directly Related To Job-Skills Training (hour:minutes)							
1. Active (consumer and job coordinator at job site)							
2. Inactive (between periods of active intervention)							
Intervention Time Indirectly Related To Job Skills Training (hour:minutes)							
1. Travel/transport							
2. Consumer training							
3. Program development (task analysis and behavioral and intervention programs)							
4. Direct employment advocacy (worksite related, includes consumer-specific job development)							
5. Indirect employment advocacy (nonworksite related)							
6. Screening and evaluation (screening consumer for service eligibility)							
TOTAL (daily)							

General Definitions

Enter name and Social Security number (SSN), or affix preprinted label, of the consumer in the space provided. Also enter the name and I.D. number of the employment specialist who actually provided the intervention time recorded on this sheet.

Intervention Time Directly Related to Job-Skills Training

1. Time active: Time at job site actually spent working with consumer, including active observation. Includes *anything done to actively train the consumer*.
2. Time inactive: Time spent on the job site between periods of active intervention. This is time during which *you have removed yourself from active involvement with and/or active observation of the consumer*.

Intervention Time Indirectly Related to Job-Skills Training

1. Travel/transport: Time used in traveling to a job site, to a meeting *about a consumer, to the consumer's home, or in transporting a consumer anywhere*.
2. Consumer training: Time spent *training the consumer in other than directly related job skills* while he or she is *not at work*. Examples are: money handling, grooming, counseling, bus training, family matters, and so forth.
3. Consumer program development: This is time spent developing appropriate instructional plans (*Writing task analyses and behavioral intervention programs*). Consumer-specific job development is *not* included here.
4. Direct employment advocacy: Time spent *advocating* for the consumer *with job site personnel for purposes directly related to employment*. These persons would include *employers, supervisors, coworkers, and customers*. Consumer-specific job development is also included here.
5. Indirect employment advocacy: Time spent *advocating with persons not directly affiliated with the employment site*. These persons would include *bus drivers, school personnel, landlords, case managers, bank personnel, parents, and so forth*.
6. Screening/evaluation: Time spent *screening consumer referrals* to determine eligibility for services or evaluating eligible consumers. Any time spent analyzing any information relevant to a consumer's employment potential is included here. The following, when *done for purposes of screening or evaluation would be included here: reviewing consumer records; consumer interview; communication with parents/guardians or involved agencies; observation of consumer in real or simulated work settings*.

Note: If intervention indirectly related to job-skills training (for example, calling the employer of another consumer, or program development) is performed while inactive on the job site, *do not* record the time in both places, even if it was for two different consumers. Record the time as indirectly related to job-skills training (in the appropriate category), rather than inactive time directly related to job-skills training, even though you are at the job site.

CONSUMER-SPECIFIC INTERVENTION TIME REPORT
JANUARY 1, 1990 - MARCH 30, 1990

Detailed Consumer Intervention Statistics in Hours and Minutes

Consumer Name: C Work Site: J Staff Name: Months: January: February: March:

Month	Active On-site	Inactive On-site	Travel Transp.	Consumer Training	Program Development	Direct Advocacy	Indirect Advocacy	Screening/ Evaluation	Total Time
January	76.35	25.55		5.00	0.50	5.20		2.10	115.50
February	32.45	65.45		-	0.40	4.10		0.10	103.30
March	18.50	98.45		-		2.55		1.35	122.05
Total Time Reported Per Category	128.10	190.25		5.00	1.30	12.25		3.55	341h.25m.

Intervention Time for this Consumer was reported by one Job Coach over three months.

APPENDIX 19

APPENDIX 20

GUIDELINES FOR PROGRAM GRADUATION July 19, 1990

Sturgeon Creek Enterprises Inc.

QUALIFICATION

Program graduation denotes a discharge from the Sturgeon Creek Enterprises Inc. program, at a time in which it is acknowledged that the program participant is reasonably established within meaningful day activities and no longer requires the support services of the organization.

CONDITIONS

The following conditions must be present in order to be considered eligible for program graduation:

1. The participant must be involved within an activity(s) which complements his/her interests.

2. The activity schedule must be fully developed and secure for a sustained period, in order to provide the participant with a suitable amount of things to do.

3. The participant must be capable of getting to and from his/her day activities.

4. The participant must be reasonably independent during his/her day activities, and can fulfil day time commitments without needing further support from Sturgeon Creek Enterprises Inc. (other than contracted follow-up services).

5. The program participant must be actively involved in the graduation procedure.

PROCEDURE

Procedure for graduation will be in keeping with established Sturgeon Creek Enterprises Inc. discharge procedures (see Policy Manual).

FOLLOW-UP MONITORING

Any additional follow-up required of Sturgeon Creek Enterprises Inc. will be established at the discharge review meeting, and contracted at an appropriate fee on the request of the Department of Family Services representative.

BRIDGE-BACK

A participant has the right to return after his/her graduation, should he/she require further support services from Sturgeon Creek Enterprises Inc. (see Policy Manual).

APPENDIX 21

STAFF DATABASE

INFORMATION

	FIELD NAME	TYPE	WIDTH
Name:.....			
Address:.....	NAME	C	30
City, Prov:.....	ADDRESS	C	30
Position:.....	CITYPROV	C	30
	POSITION	C	20
Education Completed:.....			
(1. Less than grade 12)	EDUCOMP	N	1
(2. Grade 12)			
(3. RRCC Developmental)			
(4. Diploma)			
(5. Degree)			
(6. Other)			
If 'Other' specify:.....			
	OTHER	C	30

PREVIOUS WORK EXPERIENCE

1. POSITION.....			
EMPLOYER.....	POSITION1	C	20
TIME (MONTHS).....	EMPLOYER1	C	30
	TIME1	N	2
2. POSITION.....			
EMPLOYER.....	POSITION2	C	20
TIME (MONTHS).....	EMPLOYER2	C	30
	TIME2	N	2
3. POSITION.....			
EMPLOYER.....	POSITION3	C	20
TIME (MONTHS).....	EMPLOYER3	C	30
	TIME3	N	2
4. POSITION.....			
EMPLOYER.....	POSITION4	C	20
TIME (MONTHS).....	EMPLOYER4	C	30
	TIME4	N	2
5. POSITION.....			
EMPLOYER.....	POSITION5	C	20
TIME (MONTHS).....	EMPLOYER5	C	30
	TIME5	N	2

PAST EXPERIENCE WITH MENTALLY HANDICAPPED

Day Program:.....	DAYPROGRAM	L	1
Residential:.....	RESIDENTIA	L	1
Educational:.....	EDUCAT	L	1
Personal:.....	PERSONAL	L	1
Supported Employment:.....	SUPPORTED	L	1
Volunteer work:.....	VOLUNTEER	L	1

STURGEON CREEK ENT. PROGRAM

Corporate Sponsorship:.....	CORPORATE	L	1
Volunteer Program:.....	VOLPROGRAM	L	1
Indiv. Support Program:.....	INDIVIDUAL	L	1
Home & Business:.....	HOMEBUSINE	L	1
Length of employment (months):.....	ENPLENGTH	L	1

INFORMATION	FIELD NAME	TYPE	WIDTH
STAFF TRAINING PARTICIPATED IN:			
S.C.E. Orientation:	SCEORIENT	-	-
S.C.E. Staff Training Plan:	SCETRAINNG	-	-
First Aid, CPR:	FIRSTAID	-	-
Supported Employment Conference - B.C.:	BCEMPLOY	-	-
Hospitality:	HOSPITALS	-	-
Passing:	PASSING	-	-
AAMD Developmental Course:	AAMDDEVEL	-	-
Gentle Teaching:	GENTLETCH	-	-
Tour of Institution:	TOURINST	-	-
Tour of Workshops:	TOURWORK	-	-
Date of last performance evaluation (mm/dd/yy):	LASTEVAL	6	6
and LEAVING RESULT OF:			
Quit:	REASONQUIT	-	-
(1. Personal reasons)			
(2. Lack of education)			
(3. Further education)			
(4. Lack of knowledge)			
(5. Burn out)			
(6. Another job)			
(7. Term position)			
Fired:	REASONFIRE	-	-
(1. Lack of motivation)			
(2. Poor role model)			
(3. Violating S.C.E. policies)			
Number of days absent:	DAYSABSENT	-	2
Number of days documented for personal health:	DAYSHEALTH	-	2
Date (mm/dd/yy):	DATE	6	6

APPENDIX 22

Developing Inservice Training Programs

The following statements represent values frequently associated with the employment of individuals who have been labeled severely disabled. Using the Likert-type scale below, first identify where on the scale your agency's or organization's current practices lie regarding each of the statements. Place a triangle or some other symbol to be used consistently in the approximate place on the line where your agency's or organization's current practices fall. Next, identify where on the scale you feel your agency's or organization's practices should lie. Place a square or some other symbol to be used consistently in the approximate place where you feel your agency or organization's practices should lie. It is likely that several of the statements will reflect discrepancies between how you as a professional value a statement and how your agency's or organization's mission and services value the statement. It is also likely that various professionals from different organizations will place different values on the statements. The purpose of this activity is to assist participants to more clearly identify their own values and the values they believe their agency or organization holds. Completion of this activity will enable trainers to plan more effective inservice training and will enable participants to target goals for local action plans.

1. Consumers served by my agency or organization who are the most severely involved should receive priority for supported employment services.

   Consumers served by my agency or organization who are the most capable should be given priority for supported employment services.

   1 2 3 4 5

2. Consumers with disabilities must be provided different employment options based on their individual experiences, interests, and capabilities.

   Consumers with disabilities should be satisfied with any type of work the agency can provide.

   1 2 3 4 5

3. Integration into the community can take place regardless of whether social training and preparation are available in the sheltered workshop or school program.

   Social training and preparation provided by sheltered workshops and school programs are critical prerequisites to community integration for consumers who are ready to work.

   1 2 3 4 5

4. It is important for a worker who is disabled to earn at least minimum wage.

   It doesn't matter what an individual with a disability earns, so long as he or she is employed in a paid position.

   1 2 3 4 5

5. Wages on the job site that provide a good income to the consumer are more important than social integration.

   Social integration in the supported employment option is more important than the wages earned.

   1 2 3 4 5

6. Obtaining the maximum wages per hour for the consumer is more important than the number of hours worked.

   Providing a day support program 40-hours-a-week, is more important than the amount of wages earned.

   1 2 3 4 5

7. All severely involved consumers should be considered for supported competitive services as just another possible job match in the list of options.

   Severely involved consumers should progress towards competitive employment as they demonstrate improved improvement.

   1 2 3 4 5

. Supported employment training values needs assessment.

Paul Wehman & M. Sherril Moon, Vocational Rehabilitation and Supported Employment.

APPENDIX 23

COMPETENCY CHECKLIST

STAFF NAME _____

EDUCATIONAL BACKGROUND

Degree/Diploma	Institution	Curriculum	Year Completed

PREVIOUS EXPERIENCE IN SUPPORTED EMPLOYMENT

Position	Employer	Years

INFORMATION COMPETENCIES ACQUIRED PREVIOUS TO STURGEON CREEK ENTERPRISES

Degree of Completion N	P	C	Competency Area	Remarks
			1. Philosophical, legal policy issues	
			2. Program development	
			3. Program implementation	
			4. Program management	
			5. Program evaluation	
			6. Systematic instruction	
			7. Transition planning	

HAVE YOU HAD PRACTICAL EXPERIENCE PERFORMING THE FOLLOWING ACTIVITIES? PREVIOUS TO STURGEON CREEK ENTERPRISES

Degree of Completion N	P	C	Performance activity	Remarks
____	____	____	1. Client screening and assessment	_____
____	____	____	2. Individualized program meetings	_____
____	____	____	3. Job development	_____
____	____	____	4. Job analysis	_____
____	____	____	5. Initial placement preparation	_____
____	____	____	6. Behaviour management programming	_____
____	____	____	7. Specific skill instruction/training strategies	_____
____	____	____	8. Adaptation/modification of settings	_____
____	____	____	9. Ongoing monitoring and follow-along	_____
____	____	____	10. Community needs assessment	_____
____	____	____	11. Proposal and contract development	_____
____	____	____	12. Resource allocation and management	_____
____	____	____	13. Staff/parent education programming i.e. information evening	_____

INFORMATION COMPETENCIES ACQUIRED DURING TIME AT STURGEON CREEK ENTERPRISES

Degree of Completion N	P	C	Competency Area	Remarks
____	____	____	1. Philosophical, legal policy issues	_____
____	____	____	2. Program development	_____
____	____	____	3. Program implementation	_____
____	____	____	4. Program management	_____
____	____	____	5. Program evaluation	_____
____	____	____	6. Systematic instruction	_____
____	____	____	7. Transition planning	_____

HAVE YOU HAD PRACTICAL EXPERIENCE PERFORMING THE FOLLOWING ACTIVITIES? DURING TIME AT STURGEON CREEK ENTERPRISES

Degree of Completion N	P	C	Performance activity	Remarks
___	___	___	1. Client screening and assessment	_____
___	___	___	2. Individualized program meetings	_____
___	___	___	3. Job development	_____
___	___	___	4. Job analysis	_____
___	___	___	5. Initial placement preparation	_____
___	___	___	6. Behaviour management programming	_____
___	___	___	7. Specific skill instruction/training strategies	_____
___	___	___	8. Adaptation/modification of settings	_____
___	___	___	9. Ongoing monitoring and follow-along	_____
___	___	___	10. Community needs assessment	_____
___	___	___	11. Proposal and contract development	_____
___	___	___	12. Resource allocation and management	_____
___	___	___	13. Staff/parent education programming i.e. information evening	_____

(N = no experience, P = partially acquired, C = completed)

Adapted from Vocational Rehabilitation and Supported Employment by Paul Wehman & M. Sherril Moon

APPENDIX 24

STURGEON CREEK ENTERPRISES INC.

EVALUATION FORM - FACILITATOR/SUPPORT STAFF

Name of employee - _____.

Start date with S.C.E. Inc. - _____.

Date of evaluation - _____.

Name of evaluator - _____.

EVALUATION SCALE

1. EXCELLENT - exceeds job requirements, exceptional performance.
2. VERY GOOD - shows above average knowledge and ability.
3. FAIR - satisfies basic job requirements.
4. NEEDING IMPROVEMENT - not meeting task requirements.

CATAGORY

1. PARTICIPANT TRAINING/SUPERVISION

a) demonstrates positive regard toward participants, with a personal and professional committment towards meeting participant interests.

_____, comments - _____

_____.

b) demonstrates leadership and ability in devleoping, implementing, and monitoring individualized program plans for participants for which key resposibility has been assigned.

_____, comments - _____

_____.

c) actively works to identify, develop and implement specific methods for improving individual work, social, and community living skills.

_____, comments - _____

_____.

d) monitors and evaluates each participants progress within their specific skill development programs.

_____, comments - _____

_____.

... 2.

e) develops training/work experience job descriptions and performance standards as required.

_____, comments - _____

_____.

f) demonstrates knowledge and ability in committing ideas and actions outlined (b through f) in a professional written manner.

_____, comments - _____

_____.

g) ensures that appropriate support is provided to each participant under their direct supervision as is required and outlined within their individualized plan (support needs).

_____, comments - _____

_____.

h) develops and maintains each participant's daily log book and personal file.

_____, comments - _____

_____.

i) consults with manager or other outside professional personnel (as identified by manager) regarding program participants.

_____, comments - _____

_____.

j) anticipates problems and plans accordingly - plans in a proactive manner.

_____, comments - _____

_____.

2. COMMUNITY RELATIONS

a) represents the organization and its members in a positive manner, consistent with philosophy established by Board of Directors.

_____, comments - _____

_____.

b) develops and maintains formal and informal contacts with parents, guardians, and community members/businesses/organizations under the direction of manager.

_____, comments - _____

_____.

... 3.

c) seeks and obtains training and work experience opportunities in community for key participants, and establishes written agreements of understanding (re: mutual responsibilities, committments) under the direction and guidance of manager.

_____, comments - _____

_____.

d) identifies and promotes opportunities for each participant to have positive interactions with non-handicapped peers.

_____, comments - _____

_____.

e) participates in the promotion of the organization through involvement with special events, literature development and presentation, and other activities specified by manager.

_____, comments - _____

_____.

3. ADMINISTRATIVE DUTIES

a) submits expense forms, requisitions, utilizes purchase orders in accordance with established procedures.

_____, comments - _____

_____.

b) coordinates material resources (acquisition, inventory, maintenance, etc) such as equipment, tools, under direction of manager.

_____, comments - _____

_____.

c) develops and implements special projects as assigned by manager.

_____, comments - _____

_____.

d) contributes to maintenance/upkeep of facility, vehicle.

_____, comments - _____

_____.

e) writes reports/proposals, grants applications as assigned by manager.

_____, comments - _____

_____.

... 4.

f) serves as a resource person to board committees as requested.

_____, comments - _____

_____.

4. PROFESSIONAL DEVELOPMENT

a) recognizes and performs assigned duties/responsibilities within a professional capacity.

_____, comments - _____

_____.

b) participants in all required job training, professional development activities during regular and off-hours as directed by manager.

_____, comments - _____

_____.

c) strives to further their knowledge and abilities within the field, by taking part in workshops, seminars, presentations,etc. (self-initiating).

_____, comments - _____

_____.

d) attends staff meetings as required.

_____, comments - _____

_____.

e) is available to flexible hours of work as may be required.

_____, comments - _____

_____.

5. PROGRAM DEVELOPMENT

a) develops and implements general program concepts under direction of manager, provides leadership and self-initiative in the development of specific program papers, studies, etc, necessary to the planning and documentation of ideas.

_____, comments - _____

_____.

b) provides suggestions on program improvement to manager, seeking to not only identify problems but also demonstrate creativity, thought and action in finding solutions/strategies.

_____, comments - _____

_____.

c) develops support materials as are needed (forms, evaluation tools, status reports).

_____, comments - _____

_____.

d) demonstrates leadership in coordinating efforts re: program development with other co-workers.

_____, comments - _____

_____.

6. OTHER ASSIGNED DUTIES

a) knowledge of S.C.E. Inc. policies and procedures manual and adherance to its stipulations.

_____, comments - _____.

b) assistance with training, supervision, and evaluation of volunteers, and other staff as assigned by manager.

_____, comments - _____

_____.

c) provides personal/attendant care as required.

_____, comments - _____.

d) transports participants, materials in a safe, effective and organized manner.

_____, comments - _____.

e) assumes other staff duties as assigned by manager.

_____, comments - _____

_____.

f) keeps manager informed on all activities of staff, participants at facility and in the community.

_____, comments - _____

_____.

ADDITIONAL DUTIES

a) _____

_____, comments - _____

b) _____

_____, comments - _____

... 6.

OVERALL COMMENTS - OBSERVATIONS - STRATEGIES FOR STRENGTHENING PERFORMANCE IN IMPORTANT AREAS OF RESPOSIBILITY.

APPENDIX 25

STURGEON CREEK ENTERPRISES INC.

External Review of Staff Training Opportunities

Submitted to:

Program Committee
Sturgeon Creek Enterprises Inc. Board of Directors

By

Pam Maclean

April 1989

CONTENTS

A ..... Design of Evaluation

B ..... Staff Training Needs/Job Description

C ..... Current Staff Training Practices/Effectiveness

D ..... Recommendations for Changes in Staff Training

Sturgeon Creek Enterprises Inc. - Staff Training Evaluation

A. Design of Evaluation

The purpose of this evaluation of staff training was threefold:

1) to discern what staff needed to know to perform their jobs well

2) to discover if the type and method of training provided was preparing them for this job; and

3) to make recommendations for changes in the type and method of training provided

To gather all this information, a questionnaire was prepared based on the interviewer's knowledge of training needs, competencies discussed in the article "Natural Supports in the Workplace: a re-examination of Supported Employment", and the information supplied by Sturgeon Creek Enterprises Inc.'s manager. The questionnaire (see Appendix A) was completed in an interview style and given to: the manager, two senior staff given a month of training at the start of the program, two board members, four staff given six weeks of training when they started a year ago (CEIC grant), three participants, two participant employers and one other supported employment agency.

The information gathered was then compiled under the three areas discussed above: what staff need to know, is current training meeting this need and what changes should be made for future training.

B. Staff Training Needs/Job Description

1. Philosophy of Agency

i) The staff need to have enough of an understanding of the agency's policies and philosophies to at least be good role models on the job and at best, be able to explain and promote the policies and philosophies to others. Appropriate modelling would include proper respect, attitudes and high expectations for program participants.

2. Background Information and Training

i) The staff need to be aware of safe practices where participants are concerned, This could include a knowledge of first aid, appropriate procedure in case of fire or other hazards. This should also include a knowledge of CPR and non-violent crisis intervention strategies (protective restraint).

ii) Staff also need to have information (written/verbal) about the participants they are responsible for. This could include information on disabilities and conditions or characteristics relevant to the participants.

3. Communication and Personal Competencies

i) The staff need to be able to get along with many kinds of people in the many situations i.e. participants, supervisors, employees, and advocates, parents and social service workers.

ii) Staff need the ability to problem solve. This includes being creative in planning programming as well as being flexible and clear-headed in situations which must be dealt with immediately.

iii) The staff need the ability to give clear information both verbally and in written form of daily and monthly reports.

iv) Staff need to be able to facilitate the socialization of participants where appropriate at the job site.

4. Training and Employment Related

i) The staff need to be able to define the participant's job. This may involve actually doing the job themselves for a day or two.

ii) Staff need to decide how to teach or train the participants to do the job. This may involve choosing between or combining a variety of methods such as task analysis, natural cues or prompts, etc.

iii) The staff need to be able to break a task down into small enough steps for the participants to have success in learning.

iv) Staff need to be able to evaluate the participant's progress i.e., continue to train where necessary, begin to fade assistance, or decide to give participant full responsibility for the job.

v) The staff need to be able to involve the employer or other employees in assisting the participant. This could include problem solving and providing feedback to the participant as well as giving the participant support people who will stay on the site.

vi) Staff need to be able to help the participant improve over all job performance, i.e. speed, efficiency, etc. This could include finding, and training the participant to see appropriate short cuts.

5. Program Development (particularly senior staff)

i)The staff need to be able to find and create employment opportunities and activities for program participants. This necessitates knowing the participant's strengths, needs, likes and dislikes, and matching those with a variety of integrated experiences. This competency includes seeing

creative ways of adapting or modifying existing job, using personal job connections and approaching unknown businesses to solicit participant's jobs.

6. Personal and Program Evaluation

i) The staff need to be able to accept constructive criticism and feedback both from supervisors and from t h e employment site.

ii) Staff need to individually and in a group, be able to evaluate the participants programs. This could include looking at what goals were outlined in any previous plans, checking the participants program to evaluate if specific activities are contributing to those goals being reached and if not, making decisions whether to continue with specific activities or searching out more appropriate ones.

NOTE: Successful employees seem to have come with a variety of skills and life experiences which enable them to use commonsense to deal with the enormity of their job description.

Conversely, those employees who are having personal problems seen to have much more difficulty dealing with the same jobs descriptions or performing at a level acceptable to their supervisors.

C. Current Staff Training Practices/Effectiveness

1. The People

Training sessions of between a month and six weeks long, have been offered twice in Sturgeon Creek Enterprises Inc.'s history. Once at the beginning of the program and again, for new staff, a year later. Seven of the current staff have received that training. One of those had covered most of the information in a year long training course. Another had taken extensive education/disability related course work at a university - again apparently covering much of the information. At least three others had some communication and psychology course work in their backgrounds.

Of the people who came with background training and coursework, four of those are in senior staff positions. Two others have been given positions of increased responsibility in the agency.

2. View of 4-6 week Training Event

The general view of the staff that received this prolonged training was that while the training content was good, they only had a limited idea of what was expected of them until they actually started working. From that point it took them up to 6 months to feel comfortable in their position and able to deal with the job's varying demands.

3. View of Untrained Staff

The staff who did not receive the block of training all started on the job right away. Some worked alongside a more experienced staff person for between one day and three weeks. In this period of time the new staff person got to know the participant(s) they would be working with, learned the job the participant was doing, learned to fill out the appropriate forms and visited other work-sites. All staff were given a brief orientation to the agency and its philosophy.

The view of training varied in these staff, generally depending on the amount of initial support that they received. Those that had two-three weeks of side by side training felt more comfortable about being left alone with the participant(s) than did those who had only received one or two days. For some, the discomfort was not as much being responsible for the participant as it was not understanding what it was that they were supposed to be doing and how to go about doing it.

One exception to this was a staff member who had received extensive university training in a related discipline. This staff member felt quite comfortable with the minimal amount of support provided at the start of employment. The staff member also felt capable of dealing with new and difficult situations and was confident of the ability to resolve them satisfactorily.

4. Evening Training Sessions

Ongoing evening training sessions are also being offered to all staff, with an emphasis on the staff who have not received the block training. Topics are generally chosen to match the needs of the staff.

While staff did not dislike evening sessions, some staff have been unable to attend or have found it difficult to attend because of other commitments.

5. Workshops, Courses, Conferences

Finally, workshops, courses and conferences are also available to selected staff and all staff have the opportunity to request professional development activities that interest them and come up from time to time.

6. Overview of Training Events

Overall, the specific training the staff have received has been good information. There are however, some places that have been missed, and some methods of training which might be more effective.

The training that staff most appreciated is as follows:
- task analysis and other teaching strategies
- lifestyle planning

- specific courses\conferences i.e. Passing, Western Canada Conference on Supported Work
- MDC tour
- on the job with another staff
- specific information about individuals and background regarding disability characteristics

D. Recommendations for Changes in Staff Training

Based on the information received from the interviews about what the staff's job is and the level of performance expected of them, the following training plan is recommended.

TRAINING PLAN

1. Hiring

Thoroughly go over Job Descriptions - give examples of what expectations mean, and what training will be provided.

2. First Day/Immediate Training Should Include:

i) Staff Manual - read it

ii) Orientation to philosophy and policies of agency

iii) Explain and demonstrate how to fill out required forms/status reports

iv) First Aid training

3. First Day on The Job

i) Staff receive and read in advance any pertinent information re: the person(s) they are supporting

ii) Supervisor discusses information with staff person

iii) Relevant training should be given i.e. if participant uses a wheelchair, staff should be trained in lifting and transferring techniques as well as mobility or if participant has behaviourial characteristics that require some explanation or written resources, these should be provided.

iv) Staff would work on the job with current staff or experienced staff, and participant
   a) to observe participant/setting
   b) to observe participant/staff interaction
   c) to learn expectations of job (description and performance level)
   d) to receive hands on training from experienced staff while working with participant
   e) to take over all of the site facilitator duties with minimal direction/intervention by experienced staff (this process will vary in length depending

on the site situation, needs of the participant, comfort level of staff person, etc. - could be anywhere from three to ten days)

f) where possible, staff person should visit other situations with supervisor - to have their questions and the roles of other staff clarified.

4. Contact

Contact between supervisor and new staff should be open and frequent, until supervisor is sure that the staff person understands and is comfortable with the situation. i.e. visits to site, phone calls, meetings.

5. Staff Meetings

Staff meetings should occur at least once a month, and should consist of exchanging information and problem solving sessions (general meetings and area oriented).

6. Ongoing Inservicing

Inservicing in specific training or further background areas should occur on an ongoing basis. The most preferred method would be to arrange inservice days. There are many possibilities i.e. based on eight days of training - two days, four times a year or, one day, eight times a year, or two days two times and one day, four times a year.

This will mean withdrawing support from the participants for this time period. If days are set well in advance alternative supports should be available for the participant.

Set days will also make booking speakers easier and could allow for certain sessions to be opened to other agencies.

i) Organization

One or two day inservices could include a combination of problem solving meetings and specific skill sessions depending on the needs of the staff at the time of the inservice. Also, two sessions could be run concurrently depending again on staff needs. eg. new staff could have a repeat of a session like task analysis while experienced staff attend a session more relevant to their needs.

ii) Needs and Requests

- business and customer relations
- stress management
- teaching strategies
- role modelling effective supports, i.e. mentors, job sharing, training consultant, job coach, attendant
- planning creative activities/programs
- information on autism and other specific conditions

- Gentle teaching methods
- communication skills - verbal and written, interpersonal
- problem solving
- philosophy and how to of supported work
- organization/time management

111) Senior Staff Needs and Requests

- public speaking
- supervisory skills
- evaluating program effectiveness
- designing and implementing new programs
- business and customer relations

7. Information Evenings

Continue with information evenings to provide information to prospective employers, parents and advocates and the general public.

8. Courses and Workshops, Conferences

Continue to support staff attendance in available and relevant courses, workshops and conferences.

9. Board Training

Inservicing, Information Evenings and conferences should also be open for attendance by board members. Additional training specific to board issues should be planned at the convenience of the board in evening, weekend or "retreat" sessions.

i) Needs and Requests

- advocacy, lobbying
- working as a board, - i.e. running meetings, unifying board members, listening, feeling comfortable to express ideas
- updates on new developments in other places, agencies
- monitoring and evaluating the program and organization
- inclusion in, inservicing for staff, conferences
- yearly board retreats to include strategy planning and program goal planning.

10. Written Resources

Continue to give staff understandadable, (i.e. summarize complicated articles) pertinent articles and written handouts on information (staff could be asked to take turns presenting a summary of the article at the next staff meeting).

11. Liaison with Other Agencies

Develop a communication with other agencies to keep open the possibility of joint training events. i.e. City or province wide inservicing on a pertinent issue.

APPENDIX A

1. What is your job at Sturgeon Creek Enterprises Inc.?
2. How long have you worked for the agency?
3. What training did you receive when you first started?
4. What do you <u>remember</u> as being the most useful to you, the most interesting, the least useful?
5. <u>At the time</u>, did you feel you would have liked more training in _____?
6. What training have you had since your initial training?
7. From where you ar <u>now</u>, what training would you have liked greater emphasis on, less emphasis on?
8. What <u>form</u> of training is most useful to you - many sessions at once, inservicing, working meetings, courses, conferences, etc?
9. What written resources have been made available to you?
10. Do you have specific responsibilities from certain people?
11. How did you go about learning about the person, and how best to help them?
12. Tell me about the person? (strengths, abilities)
13. Do they have an advocate or parent?
14. Are you in touch with that person? Is anyone else in the agency in touch with that person?
15. What forms do you currently fill out to do with the participants?
16. How did you learn to fill these out?
17. Tell me about worst day, situation. What happened? Why was it the worst? How was it resolved?
18. Tell me about a day that you felt successful? Why? What happened? What had you done?
19. How do you establish a rapport with supervisors and co- workers on site?
20. How do you involve them in training of participant?
21. How do vou explain the participants disability background and behaviourial characteristics to the supervisors and co-workers?
22. How do you encourage socialization, facilitate natural supports?
23. How do you analyze the job they need to learn?
24. How do you fade yourself, or do you?

<u>Senior Staff</u>

1. What qualities can you identify in your best staff that makes them good at their jobs?
2. In your opinion, did they come with these qualities? Have they been trained in them?
3. How are ideas shared between staff? situations, problems, etc. What is process of problem solving?
4. Who has left in the last year, and why?
5. How do you evaluate your staff? Formal and informal?
6. Do you have training profiles on your staff?
7. What resources are available to your staff?

BOARD

1. What is philosophy of agency?
2. What is your role as a board member?
3. What training/experience do you bring to board?
4. What has been the boards main function in the last two years, one year, six months?
5. Was board adequately prepared to deal with this?
6. How does board work through new and/or difficult situations that arise?
7. How are you kept informed of what is going on in agency?
8. How do you keep yourself informed of what is going on in agency?
9. What training and form of training would you see as beneficial to yourself, to board?
10. Do you have an opinion on training of staff? What is lacking, needs attention, just right, too much emphasis?

EMPLOYERS

1. What is your understanding of the participants' role?
2. What is your understanding of the staff persons role?
3. How has the staff person established rapport with supervisors and co-workers on site?
4. How have they involved you in the training of the participant?
5. How did they explain the participants disability background and behaviourial characteristics to you and your staff?
6. How did they encourage socialization and facilitate normal supports?
7. How did they analyze the job the participant needed to learn?
8. How have they faded themselves out - or have they?
9. What is your role as employer?
10. Do you fill out any forms, perform employee evaluations, etc.
11. Are you involved in the planning process for the participant?
12. What training did you receive around this situation?
13. Would you like to receive some training? What kind?
14. What would improve the Sturgeon Creek Enterprises Inc. staff support of the participant? (Qualities or abilities of staff person)

PARTICIPANTS

1. How long have you been at Sturgeon Creek Enterprises?
2. What have you done since you started at Sturgeon Creek Enterprises?
3. Do you like doing this?
4. How did you find out what you wanted to do?
5. How have staff helped you to do what you want to do?
6. What support did you need to do that?
7. What do you like best about the staff people?
8. What kind of training do the staff have?
9. What has been the most difficult thing for you to do/deal with in your jobs/experiences?
10. How has the staff person helped you with that?
11. Have the people on the job been able to help you?
12. How have you helped yourself through that?

APPENDIX B

- Staff Training Plan - February, 1988
- November and December Training Events
- February, 1989 Training Events

Job Trainer/Employment Facilitator — February 1, 1988

STAFF TRAINING PLAN - OVERVIEW

Module Number	Training Days	Subject and Description	Instructors (proposed)
ONE	1	ORIENTATION - ORGANIZATION POSITION	
		- Sturgeon Creek Enterprises Inc.	- SCE manager
		- Employment Facilitator	- SCE program co-ord.
		- Training Program	- SCE program co-ord.
TWO	3.5	ORIENTATION - DEVELOPMENTAL DISABILITIES	
		- Historical perspectives, social contexts	- H. Havey
		- Medical conditions, needs	- D. Taillefer - A. Schulz - S C E s t a f f representative
		- Legal issues, responsibilities	- public trustee - L. Parsons
		- Philosophical perspectives	- H. Havey - D. Weatherow - A. Simpson
THREE	8.5	LIFESTYLES	
		- Residential options	- M. Dozar
		- Employment-	- SCE staff representative
		- Continuing education	- P. Maclean
		- Recreation	- SCE manager
FOUR	8	TEACHING	
		- Behaviour management fundamentals (humanistic perspective)	- C. Leader
		- Motivation	- T.B.A.
		- Instructional techniques	- J. Collings
		- Communication	- T.B.A.
		- Role modelling	- T.B.A.
		- Technical Aids	- T.B.A.
FIVE	2	INDIVIDUALIZED PLANNING	
		- Family perspectives.	- A. Zebrowski
		- Government perspectives.	- G. Quinn
		- The planning process	- N. Robson

Module Number	Training Days	Subject and Description	Instructors (proposed)
SIX	8.5	PROGRAMMING	
		- Program development.	- SCE. program coordinator
		- Program implementation.	- SCE. program coordinator
		- Program evaluation	- SCE. program coordinator
SEVEN	2	Safety	
		- Basic first aid, CPR.	- St. John's Ambulanc
		- Crisis planning.	- SCE. program coordinator
		- protective restraint.	- H. Havey.
EIGHT	36	ADDITIONAL (ONGOING) TRAINING & ORIENTATION	
		- Staff meetings.	
		- conferences, workshops, seminars.	
NINE	1	PARTICIPANT TRAINING PROGRAM COMPONENTS	- SCE. program coordinator

GENERAL PROJECTS - JOB DEVELOPMENT
CANADA EMPLOYMENT AND IMMIGRATION COMMISSION

TRAINING PLAN

Employment Facilitator — STURGEON CREEK ENTERPRISES INC.

Module Number	Number of training days	Subject and Description
		ORIENTATION - (Organization, Position)
ONE	1	a) Orientation to Sturgeon Creek Enterprises Inc. - history, development 1984 to 1986. - Program development, implementation 1987-1988 - organizational, program structures. - philosophical perspectives, goals and objectives. - key actors affecting the organization. - Bylaws, policies and procedures. Instructional tools - presentation, discussion. - slide show. - orientation manual. b) Orientation to Employment Facilitator Position - qualifications. - roles and responsibilities. What is "facilitation?" - Performance standards, evaluation criteria. - overview of training program.
TWO		**ORIENTATION TO DEVELOPMENTAL DISABILITIES**
	1/2	a) Background - historical perspectives, social contexts. Instructional tools - presentations and discussion. - overhead, film, handout b) Specific medical conditions needs. - epilepsy, autism, mental handicaps. - personal assistance.
	1	Instructional tools - presentations and discussions, handouts.

Module Number	Number of Training Days	Subject and Description
		ORIENTATION - (Organization, Position)
	1/2	c) Legal issues and responsibilities - Individual rights, liberties. - Advocacy, self-advocacy. - Abuse recognition, response. Instructional tools - presentations and discussions, handouts.
	1 1/2	d) Philosophical Perspectives (values and attitudes) - Normalization. - community Living. - Independent Living. Instructional tools - presentations and discussion, handouts, slides.
THREE		LIFESTYLES
	3	a) Where People Live - Presentation and discussion, handouts, film. Instructional tools - tours - St. Amant Centre - Manitoba Developmental Centre - Weekend Volunteer Assignment at a group home. - Handouts, De-Briefing discussions.
	3 1/2	b) Where People work - Presentation and discussion, handouts, film. Instructional tools - Tours - Versatech, Waso - DASCH, Community Venture. - Hope Centre, Comspan - Premiere Personnel - Supported Work Program ACL-MB (rural) - Handouts - De-briefing discussions

X

Module Number	Number of Training Days	Subject and Description
	1	c) Go to school - presentation @ Prince Charles School. Pam Maclean, Darrel Stewart. Instructional tools - Tours - RRCC. U of W. - Wpg. Vol. Reading Aides.
	1	d) Recreate Instructional tools a) presentation - SCE Manager - overview of community resources. b) resource manuals - facilities, programs, services
FOUR		TEACHING
	3	a) Fundamentals of Behaviour Management - historical overview, concepts. - humanistic approach - creating supportive, encouraging environments. - motivation (incentives, - esteem, confidence building). Instructional tools - presentation and discussion. - handouts.
	3	b) Instructional Techniques - Task analysis - Mark Gold," try another way." - gentle teaching - encouraging and promoting new experiences Instructional tools - presentation and discussion. - handouts - films - simulation.
	2	c) Communication overview - bliss, sign etc. * listening techniques. - assertiveness training. Instructional tools - workshops.

Module Number	Number of Training Days	Subject and Description
		d) Role Modelling - demonstrating respect, consideration (ie. social skills). - work skills. - personal hygiene. Instructions tools - presentation e) Technical aids for teaching Instructional tools - presentations
FIVE		INDIVIDUALIZED PLANNING
	1\2	a) The family - issues, roles. Instructional tools - presentation - discussion.
	1/2	b) Government perspectives - roles and responsibilities. Instructional tools - presentations, discussion
	1	c) Facilitating the planning process - preplanning. - negotiating. Instructional tools - presentations, discussion. - simulation. - action planning.
SIX		PROGRAMMING
		a) Program Development
	1/2	- Assessment - interests, needs abilities and potentials. (skills inventory, identifying where a person is at). Instructional tools - presentation, discussion.
		- Targeting Opportunities - brainstorming techniques. - identifying different types of training-work experience opportunities - 'creating' opportunities, job searches

Module Number	Number of Training Days	Subject and Description
		Instructional tools - presentation, discussion. - workshop - handouts
	1/2	- Job Readiness - specific skill development (pretraining) - Setting up a job description. - creating effective performance standards.
		Instructional tools - presentation, discussion - handouts
	1	- Employer Recruitment - Utilizing the Business Community - salesmanship and marketing - employer/co-worker relations - education. - Instructional tools - workshop
		b) Program Implementation
	1 1/2	- Job training of program participants - process, techniques (application - simulations) - working yourself out of a job. - social networking - creating supportive environments. Interpersonal relationships, nature of friendship. Institutional tools - TIME MANAGEMENT - logistics, scheduling
	5	c) Program Evaluation - daily journals - content, subjective assessments - month end status reports - program participants - program/projects - observation and recording - consistency and reliability - quality programming * Pass training - cost - effectiveness efficient utilization of existing resources. - performance reviews with employers. - the changing needs of individuals. - six month reviews of individualized program plans.

Module Number	Number of Training Days	Subject and Description
SEVEN		SAFETY
	1	a) Basic First Aid.
	1/2	b) CPR training.
	1/2	c) Crisis Planning
		d) Protective restraint.
EIGHT		ADDITIONAL - ONGOING TRAINING
	31	a) Staff Planning Meeting Weekly - 2 1\2 hours.
	5	b) Conferences, Workshops, seminars CACL conference (national) ACL - MB (Provincial) MCRW forums etc. windmills, jobdevelopment techniques
NINE	1	SCE TRAINING PROGRAM COMPONENTS for program participant - overviews of the seven types of training program components.

TOTAL NUMBER OF TRAINING DAY = 70.5 days for each position.

STURGEON CREEK ENTERPRISES INC.
3804 Portage Avenue
Winnipeg, Manitoba
R3K 0X8
Ph. (204) 831-6977

TRAINING EVENTS - FEBRUARY, 1989.

Optional Attendance

a) HIDDEN GIFTS February 2, 1989. Grant Memorial Baptist Church. Sponsored by Association for Community Living, Winnipeg.

b) WINDMILLS CONFERENCE February 7, 1989 at Viscount Gort. Sponsored by Manitoba Employment Development Corporation.

c) EVENING PROGRAM, RED RIVER COMMUNITY COLLEGE ongoing, Thursday evenings.

Required Attendance

Please ensure that you are able to attend all required training events, and to arrange for excused absents directly with your program supervisor.

d) First Aid

All staff are required to ensure that their first aid certification is currently valid, and to arrange for renewal immediately if expired.

e) LIFESTYLE PLANNING February 22, 1989 at 1-90 Market Street. 7 - 10 pm.
Sponsored by Sturgeon Creek Enterprises Inc. and Association for Community Living, Manitoba. Hosted by Nerina Robson. A practical workshop on how to organize and facilitate a lifestyle planning process.

f) STAFF MEETINGS

General staff meeting - February 9 at Sturgeon Creek Enterprises Inc. office, 4:30 pm. Individualized Programs Staff - meeting after general staff meeting. Corporate Sponsor Training Program - staff meeting February 23 at 4:30.

g) PASSING TRAINING February 12 through 17, 1989 (full days and evenings). An intensive training program for program leaders. Selected attendance: M. Moffat, M. Garand, S. Beatt, C. Solmundson. Manager will be out of town for that week, Craig Sharpe will be acting manager.

h) Western Canada Conference on Supported Employment

March 7 -10, 1989, Vancouver B.C.
By invitation only, interested staff please see manager ASAP.

Upcoming

i) GENTLE TEACHING April 24 - 28, 1989
Sponsored by Association for Community Living, Manitoba.
Selected attendance: M. Moffat, S. Beatt.

STURGEON CREEK ENTERPRISES INC.
3004 Portage Avenue
Winnipeg, Manitoba
R3K 0X8
Ph. (204) 831-6977

TO: All Staff Members

FROM: Lorraine Heinrichs
Staff Training Consultant

Re: STAFF TRAINING ACTIVITIES - NOVEMBER AND DECEMBER 1988

I have arranged for several training activities throughout the months of November and December. Please take note of these events and ensure that you are able to attend.

Nov. 17\88 — General Staff Meeting
All staff must attend this meeting.

Time: 4:30
Location: SCE office

Nov. 24/88 — First Aid Training
First Aid courses have been booked for the following people: Brenda Koch, Patrick Larocque, Mike Van Doeselaar, David LaPoint. It is mandatory that they attend this session. You may have to make some staffing changes to accommodate this course.

Time: 8:30 - 4:30 pm.
Location: St. John's Ambulance, 535 Doreen Street

Nov. 30\88 — Information Evening
Attendance at the Information Evening is not required but please encourage staff to attend. This is a good opportunity to meeting with parents and other service providers.

Time: 7:00 - 9:00
Location: Centennial Library, 251 Donald Street

Dec. 6\38 — Evening session with Dave Weatherow - Community Living
This session is for new staff: David LaPointe, Candace Funk, Brenda Koch, Tania Rustenburg, Patrick Larocque, Mike Van Doeselaar. It is mandatory that all new staff be at this session. Other staff can attend as well.

Time: 7:30 - 9:30 PM.
Location: SCE office

Dec. 14\88 — Tour of the Manitoba Developmental Centre

This session is for the following staff: Candace Funk, Jamie Donnelly, Mike VanDoeselaar, Guy Pichette, Carrie Solmundson. There is also a short presentation on historical perspectives before leaving on tour.

Time: 8:30 AM
Location: SCE office

Dec. 15/88: General Staff Meeting

All staff must attend.

Time: 4:30 PM
Location: SCE office

TRAINING PROGRAM

PROFILE OF INSTRUCTORS (proposed)

a) Sturgeon Creek Enterprises Inc.

- Roger Van Lieshout, manager.
- Program Coordinator - position being filled in March, 1988.

b) Manitoba Department of Community Services

- Gordon Quinn, Day Programs Coordinator, Programs Branch.
- Clarice Leader, Program consultant - design and evaluation .

c) Associations for Community Living (Winnipeg, Manitoba divisions)

- David Weatherow, Executive Director (Wpg)
- Nerina Robson, Planning consultant (MB)
- Julie Collings, Coordinator - Supportive Employment Project (MB).
- Pam Maclean, Education consultant (MB)
- Marsha Dozar, Residential & Employment consultant (MB)

d) Red River Community College - Development Disabilities Program

- Debbie Taillefer, Program Coordinator
- Harry Havey, Program Instructor

e) Independent Living Resource Centre

- Allan Simpson, Executive Director.
- Al Schulz, Attendant Care Coordinator.

f) Citizen's Advocacy

- Linda Parsons, Coordinator

Other Agencies to be involved:

g) Manitoba Public Trustees office.
h) University of Manitoba, Winnipeg.
i) St. John's Ambulance.

NOTE: A training program review, with formal invitations for participation to potential instructors is to occur during the month of March, 1988. The review of the training program components will be sought by forwarding copies of the outline to the following organizations:

- Sturgeon Creek Enterprises Inc. program committee.

- Manitoba Council on Rehabilitation and Work.

- Association for Community Living - Manitoba.

- Manitoba Department Community Services -Programs Branch.

QUALITY OF LIFE REPORT
Questionnaire from Consumers and Parents/Significant Others

The results of two Quality of Life Questionnaires are presented and discussed in this report. These results are statements of consumers' and parent/significant others' opinions. They were collected, on each group, independently although many may have been completed together.

Results are similar between consumer and parent/significant other questionnaire. Where percentages are very similar the average percentage is indicated.

Brown et al. (1989) describe Quality of life as an interaction between an individual and the environment and can be described in terms of personal control that can be exerted by the individual over the environment. It is the discrepency between a person's achieved and unmet needs and desires. This questionnaire is an attempt to describe consumers' activities and to gain some knowledge about consumers and parents/significant others perceptions of these activities, needs and concerns.

Individual Quality of Life Questionnaire

There were 40 questionnaires mailed to consumers. 21 or 51% were returned. Of these, 12 are female (9 in their 20's and 3 in their 30's); 9 are male (all in their 20's).

All consumers received "a lot of help" in completing the questionnaires mainly from parents or friends. This help came in the following manner:

Read the questions	71%
Told me what the question meant	57%
Told me some of the answers	33%
Marked right answer for me	57%

The areas that were covered in the questionnaire were: Employment: Interpersonal: Marriage: Self Image: Leisure: Financial Management: General. Residential was not included in this questionnaire. It was felt that, as the majority of consumers would receive assistance in completing questionnaire from those people with whom they live this section may not have been valid.

Parent/Significant Other Questionnaire

42 questionnaires were mailed to parents/significant others. 21 or 50% were returned. 15 (71%) of these were completed by parents and 6 (29%) completed by significant others most of whom are residential supervisors.

The areas covered in this questionnaire were: Employment: Interpersonal: Leisure: Financial Management: General.

Results

EMPLOYMENT

Minimum wage or more

At the time of completing the questionnaires, 4 (19%) of consumers who completed questionnaires, have jobs making at least minimum wage. Three of these jobs are part time with employment length less than 6 months. One job is full time with consumer employed for more than 12 months.

Consumers work an average of 30 hours/week and perform no overtime. All consumers pay income tax, unemployment insurance, Canada pension and one consumer also pays union dues.

Net pay ranges from $250 - $800/month. Consumers and parents/ significant others do not know whether consumers get paid for sick days but all indicate holidays are paid. All consumers (as did 75% of parents/significant others) indicate that they would contact Sturgeon Creek Enterprises Inc. if they lost their jobs. Most would also apply for unemployment insurance benefits and apply for other jobs.

All Sturgeon Creek Enterprises Inc.' Consumers

Approximately 50% of consumers had one job in 1989 with remaining number of consumers having 2-4 jobs. Only one consumer had more than 5 jobs in 1989.

50% of consumer indicate that they are not late for work. Those individuals, who indicate they were late, gave transportation problems as the reason. However, parents/significant others state that sleeping in was main reason for lateness. More than half of the consumers state they do not miss work at all or hardly ever and physical reasons is the predominant reason for absences.

It was felt by all consumers and 90% of parents/significant others that consumers enjoy going to work for the following stated reasons:

Like the job	53%
Something to do	29%
Like the money	9%
Like the people at work	9%

The majority of consumers (81%) get to work by bus and take an average of 38 minutes each way (range 10 minutes - 90 minutes).

Consumers state that they feel their co-workers are friendly and all feel that their co-workers like them because they are good workers and are treated equally to other co-workers. Consumers indicate that they like their job because of how it makes them feel about themselves and because of the people with whom they work.

Thus, consumers feel that working enhances self-esteem and provides an opportunity to expand social interactions and friendships. Other literature supports this notion that "working offers structure to one's day, an opportunity to expand one's social circle and a chance to contribute (Bellamy et al, 1988) Other factors that consumers state that makes their job likeable, is the hours they work, the money they make and the work itself.

There are only 2 significant answers stated when consumers were asked what they did not like about their jobs - 29% state that work is not close to where they live; 19% state that they do not like the money they make. (It is assumed that the money they make is insufficient).

62% of consumers have been asked to learn something new at work. 62% also feel that they cannot change their jobs if they wanted to but 57% indicate that they are allowed to make suggestions for changes at work. All of the consumers, who answered the question on whether they are needed at work, feel that they are for the following expressed reasons:

Help to get the job done
Very productive worker
Job would not get done
Part of a team

All consumers, except one, feel safe at work. The one individual who indicates that he/she feel unsafe was afraid of a slicing machine.

MARRIAGE

No consumer is married or has children and 57% do not believe they will get married some day.

INTERPERSONAL

The majority of consumers state that they have friends and these are selected primarily from work and school. Church and neighbourhoods are not highly represented in these analysis. Consumers go out with friends mainly when friends invite them.

Half of the consumers use the telephone every night, mainly to talk with their friends (52%) or family (38%). The purpose of the call is primarily just to talk or to plan an activity. All consumers name a person to whom they can talk when they are afraid or need help. The relationship of these people is primarily family or Sturgeon Creek Enterprises Inc. staff.

67% of consumers who answered question on support to other people feel that there are people who need them for help when they are afraid or need to talk. The relationship of these people are friends. Consumers believe that they can give them help by listening, supporting, advising and physically helping.

The majority of consumers do not have one person whom they date all the time although the majority of them do have casual friends of the opposite sex. Of the 29% of individuals who do date, only one third of them indicate they have a place that they can be alone. All parents/significant others feel that these friendships are mutual.

Consumers indicate that they are taken advantage of in a variety of areas. However, 50% of consumers did not know if they are taken advantage of and only one indicates that he/she never allow him/herself to be taken advantage of. Areas include - lending money, being persuaded to buy things they do not need, buying things for others, and doing favours for others. Data from parents/significant others on being taken advantage of is similar to that of the consumers. However, a larger percent of parents (28%) indicate that the consumer never allows him/herself to be taken advantage of.

76% of parents/significant others feel that the consumer like him/herself and gave the following reasons for their responses:

They take care of themselves and their possessions
Verbal confirmation from consumers
Generally happy
Take pride in accomplishments
Compared with other consumers they are better off
Outgoing and like to please others and him/herself
Gaining confidence

More than half of parents/significant others (58%) who answered the question on whether they thought the consumer is realistic about his/her strengths and weaknesses, feel that the consumer is not realistic. 81% of parents/significant others feel that the consumer has enough support coming primarily from family and also from Sturgeon Creek Enterprises Inc. and Residential staff.

SELF IMAGE

Consumers were asked whether they saw any improvement in skills in a variety of areas in their lives over the past year before they entered Sturgeon Creek Enterprises Inc.

The improvement category is 50% or above, in 5 of the 18 categories. These are "work skills", "being happier now", "bus skills", "finding way around community" and "getting along with others". "Work skills" show the greatest number of consumers perceiving positive change in attainment. The categories showing low improvement such as "writing", "buying clothes" "knowing what to do with spare time" and "looking after own medication" are areas associated with social, home-living and community skills. The 2 categories in which one consumer indicates a decrease in skill was "making change in money and "buying clothes". Also areas in home-living and community skills.

71% of consumers feel others treat them as adults. At work 68% feel they are doing their job really well with only one individual feeling he/she is doing poorly all the time.

Two thirds of consumers have planned activities or things to do in the future. These activities include planning holidays, recreation and leisure activities (alone and with friends), work and saving money.

Consumers were asked what things they liked to do best at work, sparetime and at their residence.

At work: It is the task itself that most consumers like best along with socializing with friends.

During sparetime: Consumers state a variety of activities which they enjoyed although "going for coffee" is the largest response. Other activities enjoyed are:

Listening to music	Watching television
Shopping	Walking/jogging
Attending socials	Car/bus rides
Going to movies	Visiting friends
Roller skating	Playing cards
Sports	Drawing

All appear to enjoy actively taking part in a variety of activities within the community.

In residence: Listening to music and watching television are the largest response in activities enjoyed by consumers in their residence. Other activities listed are:

Eating	Laughing with friends
Building models	Rug Hooking
Playing guitar	Cleaning

Consumers appear to be involved in passive activities in their residences which may not be different than non-handicapped people.

Over half of the consumers (57%) worry about things in various areas of their lives. A sample of their worries and concerns follows:

Medication	Someone stealing my purse
Work	Taking correct bus
Not understanding someone's actions	
Money	If I'm a good aunt
Family/friends	If I get on people's nerves
My wheelchair tipping over	

Consumers were asked what they would like to change in the areas of work, sparetime, residences and relationships with others.

Work: Almost half of the consumers (42%) who answered the category would not change anything at their work. 25% indicate that they would like to change part of their job. 17% indicate they would like more money.

Sparetime: 25% indicate they would not change anything in their sparetime. Others stated they would like to go out with friends more; see a boyfriend; be able to decline attending arranged activity programs; change having to make supper.

In residence: Similar to work area many of the consumers who answered this category (44%) would do nothing to change where they lived. 22% would like to change their living situation either to a different arrangement (to an apartment) or to a place where there is no snow (This consumer uses a wheelchair and one may assume, the difficulty of using a wheelchair on snow covered sidewalks and having to book handitransit for trips, is the reason for the response). 22% would like their living arrangements to be more private and quieter and one consumer would like new furniture.

Relationship with Others: Half of the consumers would not change their relationship with friends and families. 15% would like to see their family more often. Other consumers indicate that they would "like to get along better with mother"; "would like to stop bugging neighbours and friends"; "like to be nicer and friendlier"; "like to have friends to do things with".

With the exception of the spare time category positive comments outweigh concerns and reservations and the variations in responses indicate an expression of individuality not different than the non-handicapped population. This appears to be an indication that the sparetime of individuals is the area where consumers would like more change and the opportunity to make choices leading to self-expression.

Similarly, consumers were asked what they would like to keep the same in the areas of work, sparetime, residence and relationship with others.

Work: 58% of consumers who responded to this category indicate they would keep everything about their work the same. 16% indicate they would like their co-workers to remain the same, one individual states he/she would like the hours to remain the same and one indicates he/she would like to continue going to work in the van.

Sparetime: 38% of consumers responding to this question would keep everything the same in their sparetime. Others would like more time to visit, rollerskate, travel on Greyhound bus, use telephone, attend Star Trek club, look at books, keep same friends.

Residence: Consumers largely (45%) would keep the same home; 27% would keep the same roommate and people and 18% would keep everything the same.

Relationships with Others: 44% of consumers answering this category feel they would like more friends and family around. 33% indicate they would like everything kept the same while one individual states that he/she would like to go on dates.

LEISURE TIME

The activities in which 75% or more of consumers indicate they participate either often or sometimes are as follows:

Looking at comics/magazines
Going to Park/Zoo and Museum
Going for walks
Watching television
Listening to records/radio
Going for pop and coffee
Bowling
Going out for dinner
Swimming and jogging/exercises
Window shopping
Having friends for dinner
Going to concerts

The activities in which 50% or more of consumers indicate they never participate are reading novels, camping/hiking, sewing/ knitting/rug hooking/macrame, skating and skiing, building models, playing a musical instrument, church activities, and painting and drawing. The results from parents/significant others questionnaire are similar. The popular activities are mainly observational or spectator activities such as watching television and listening to records. Activities such as sewing, skiing, building models, playing musical instruments are mainly creative. These require more skill, money and planning and are absent in terms of consumer participation.

In other studies Nash (1953) identified 4 levels of leisure involvement; spectator, social, physical and creative or self actualizing activity. A comparison of spectator, social, physical and creative activities, in terms of frequency of consumer participation, indicates that most of the consumers participate in activities which are spectator or social in nature. Physical and creative activities are participated in very low levels. This concurs with other research (Brown, Bayer, MacFarlane, 1989) that self-actualization and physical participation tend to be used infrequently by a large portion of consumers. "A comparison with Canadian data based on the normal community (Government of Canada, 1976) suggests the difference between the four categories (e.g. spectator, social, physical and creative) is much greater for developmentally handicapped adults i.e. they spend relatively more time in spectator activities and relatively less time in the more complex activities (Brown, Bayer, MacFarlane, 1989).

75% of consumers took time off from their work/day program for vacation. The reason given for not taking holidays are that consumer did not work long enough, did not have money for vacation or it was not arranged. Consumers took a variety of vacations in 1989 primarily visiting relatives (50%). Other individuals spent their vacation at home, at camp, sightseeing trip or at family cottage. The reason stated for staying home is that family came to visit them or that they did not feel like going anywhere.

The following is a list of activities that 55% of consumers feel they would like help in which to participate:

Reading/Writing	Going out
Bowling	Going to movies/museum
Walking	Outside chores
Bus trip	Stained glass classes
Attending symphony	Dancing
Visiting Library	Swimming
Tobogganning	Shopping

The assistance required is financial or a friend to accompany or train.

FINANCIAL MANAGEMENT

In areas of financial management the majority of consumers indicate they request and receive help from family. The main source of income comes from social assistance. Approximately three quarters of consumers use banking service, primarily a savings account, with 29% having a chequing account. Parents/significant others state that about 50% of consumers have paid bills with assistance in reading bill statement and help with budgeting.

In areas "shopping for clothes" 75% of consumers receive help from families. In areas of "grocery shopping" almost half of the consumers do not buy groceries. Groceries are bought for them by other family members or staff at their residences. Within both of these categories there appears to be a need for both the opportunity for shopping and the training necessary to do so.

Consumers indicate they save money for the following special purposes with the largest number saving for a trip (31%).

New hockey equipment	Television
Clothes	Go for coffee
Music tapes	Movies
Books	Food

About 60% of consumers filed an income tax form in 1989-90. All received help from someone (primarily family or family accountant) and all, but one, received money back. No consumer had to pay income tax.

GENERAL

Assistance needed

When parents/significant others were asked what type of assistance they thought the consumers need now the overwhelming response (90%) is emotional support, followed by assistance in filling out forms (66%), budgetting (62%), making meals (62%), reading mail (57%), and finding jobs (52%). Consumers respond with the same type of assistance but in different order of priority. Preparing meals received the greatest response at 67% followed by similar responses as parents/significant others, but also include help with finding a place to live and leisure and skill development.

Comparison of Life to Peers and other Non-Handicapped Peers

All consumers rate their lives as better or the same as their peers at Sturgeon Creek Enterprises Inc. Some also feel they are more independent and have more support from their families. When compared to non-handicapped peers 57% of parents/significant others rate the consumers lives as the same or better. Those who rate the consumers' lives as worse respond that way because they feel consumer is not independent; appears lonely; has less opportunity for choice in living arrangement.

Comparison of Life to One Year Ago

All consumers indicate their lives are better or the same as a year ago. Reasons indicated for improvement are:

Have a job	Improved relationship with others
Improved lifeskills	Not as depressed
Moved to better area	Things are easier

Changes in Skills and Behavior in upcoming year

The following is a list of changes consumers and their parents/ significant others would like to see in consumers' skills or behavior development in the next year:

Consumers	Parents/significant others
Get a job	Emotional stability
More verbal communicati	Increase work speed
Leisure activities	Increase independence
Learn to drive electric wheelchair	Increase speed
	Continue to mature
Become politer towards staff	Increase confidence
Open a restaurant	Housekeeping skills
More independence	Reading
Make more money	Money management
Better behavior control	Increase motivation
Become happier	Learn bus travel
Work better	Lose weight
Move out on own	Increase life skills
Learn to shop	Increase friendships/interests
Learn to do laundry	Increase interpersonal skills
Learn to cook	Have full time job
Learn to pay bills	Become more realistic
Money management	Higher wages

Changes in Work/Day Program

Within work/day program the following is a list of changes some consumers and parents/significant others would like to see occur in next 12 months:

Consumer	Parents/Significant Others
Paid job	Job security
Attend university	More money
Longer working hours	Permanent paid job
Learn new job	Improve job training
Improve job skill	Improve communication
Work with other people	Retain job

60% of consumers feel it is difficult to get a job. One believes that the difficulty arises because of his/her disability and one believes difficulty arises because it is difficult for him/her to understand and fill out applications.

Major Concerns for Consumers' Future

Parents/significant others were asked to list major concerns for the consumers' future. The concern listed most often is "what happens to consumer after parent dies". Other significant concerns are "on-going support and training"; "place to live"; "holding down a real job with pay"; "independence"; and "consumers happiness". Other concerns mentioned are: "safety of consumer"; "routine of work"; "stable life"; "friends of own age"; "money management"; and "other people's lack of patience with consumer".

OBSERVATIONS ON THE EFFECTS OF THE RESULTS OF QUESTIONNAIRES ON STURGEON CREEK ENTERPRISES INC'S WORK/DAY PROGRAM

It appears from the results of the questionnaires that work is important to persons with mental handicaps. Results show that work provides them with the chance to contribute to a business/ organization; the opportunity to expand their social interactions and friendships; and the environment to learn new skills. All factors which enhance self-esteem. Work skills show the greatest amount of perceived improvements by consumers in these results. Work provides an opportunity for learning and developing friendships in an environment in which the majority (90%) of consumers enjoy. It enhances quality of life by influencing the way in which individuals with handicaps are perceived by others.

Consumers and their parents/significant others suggest some changes which they feel would enhance the consumers' quality of life. Both consumers and parents/significant others would like to see consumers get paid and/or get paid more and continue to be provided with job training to improve work skills. Parents/significant others would also like consumers to have job security and to retain job.

Within all areas of the lives of consumers it appears that lack of involvement is a result of lack of opportunity, training and money. Therefore, if consumers in their sparetime, in their residence as well as in their work are provided with training, the opportunity and the money to participate they may become involved in a variety of opportunities in which their non-handicapped peers are involved.

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